

DOCUMENT RESUME

ED 269 039

IR 051 516

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TITLE Librarianship and Documentation Studies. A Handbook of Teaching and Learning Materials. Volume 1.
INSTITUTION German Foundation for International Development, Bonn (West Germany).
REPORT NO DOK-1310-C/a
PUB DATE Sep 85
NOTE 136p.
PUB TYPE Collected Works - General (020) -- Guides - Classroom Use - Materials (For Learner) (051) -- Viewpoints (120)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Developing Nations; *Documentation; Higher Education; Information Needs; *Information Services; *Information Systems; Instructional Materials; *Library Education; Library Personnel; Position Papers; Public Relations
IDENTIFIERS *Africa (East); *Africa (South); Library Development

ABSTRACT

Based on the belief that socioeconomic and cultural development in the pan-African region can be best promoted if it is supported by sound information and documentation services, the education and training of information personnel has become one of the major program areas of the Education, Science and Documentation Centre of the German Foundation for International Development (DSE). This reader, which is intended to serve as a basic tool for the training of information personnel at certificate and diploma levels throughout the countries of the region, includes nine articles: (1) "Interlibrary Lending in East Africa" (J. M. Ng'ang'a); (2) "The Role of the Library in the Process of Conducting Research" (J. M. Ng'ang'a); (3) "The Provision of Appropriate Reading Material for School Children in Southern African Region" (C. I. D. Nyirenda); (4) "Information Needs of Small Scale Business Enterprises: A Case Study of Botswana" (T. F. Kgosidintsi); (5) "Development of Kenyatta University College Library 1972-1984" (J. M. Ng'ang'a); (6) "User Needs: A Managers Tool for the Development of Efficient Services. A Practical Approach" (E. W. Muya); (7) "Information Services for Current Research in the Sudan" (C. Wesley); (8) "Public Relations: A Tool for Library Development" (K. J. Mchombu); and (9) "Collection Development and Dependence within the SADCC Configuration of Eastern, Central, and Southern African States" (J. R. Neill). Appendices include guidelines for authors interested in contributing to future volumes and a bibliography of DSE publications on information and documentation. (THC)

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Lutz Hüttemann (Ed.)

LIBRARIANSHIP AND DOCUMENTATION STUDIES

A HANDBOOK OF TEACHING AND LEARNING MATERIALS

VOLUME 1

Bonn, September 1985

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Lutz Hüttemann (Ed.)

LIBRARIANSHIP AND
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A Handbook of Teaching
and Learning Materials

Volume 1

Published by:

Deutsche Stiftung für internationale Entwicklung
(German Foundation for International Development)

Postfach 300 380
D-5300 Bonn 3
Federal Republic of Germany

September 1985

DOK 1310 C/a

LIBRARIANSHIP AND DOCUMENTATION STUDIES

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INTRODUCTION

Self-sustaining and self-reliant pan-African economic growth needs to develop its natural and human resources. The promotion of socio-economic and cultural development can be conducted properly only if it is supported by sound information and documentation services - needed for sectors like education, health services, agriculture, industry and trade alike. As a consequence, the education and training of information personnel constitutes one of the major programme areas of the Education, Science and Documentation Centre of the German Foundation for International Development (DSE).

The dialogue and training programmes conducted in the past dozen of years have shown that one of the shortcomings in the field of information and documentation is the lack of appropriate teaching and learning material for librarians, documentalists and archivists in the Eastern and Southern African sub-region, especially at the level of the sub-professionals. Although the number of educational institutions within the countries of the sub-region is ever increasing, the contents of the training courses offered to students remain basically oriented at textbooks from the industrialized countries. The local adaptation of the teaching material was given few consideration.

Since 1981 the Information Experts Meeting, which is a forum for practising senior personnel in the library and information sector in the sub-region, convened by DSE about every 18 months, has begun work on preparing learning and teaching material for the training of information personnel at certificate and diploma levels. As a first step a reader titled "Library Training in Eastern, Central and Southern Africa" was compiled during a workshop in Berlin (West) in 1982. Then, the idea arose that genuine articles for supplements to the above reader should be solicited from authors acquainted with the specific information training needs of the countries of the sub-region.

During the 1985 Information Experts Meeting in Harare an Editorial Board was established to discuss the contributions so far received for a new series of handbooks of teaching and learning material and to provide advice on how to publish them. The accepted articles form the contents of this document, which aims to serve as a basic tool for training of information personnel at certificate and diploma levels throughout the countries of the region. It is intended to produce other volumens at annual intervals. Interested authors are referred to the guidelines for contributions being annex I of this publication.

This first volume of "Librarianship and Documentation Studies" marks the beginning of a new quality of DSE's cooperation towards the improvement of information infrastructures in the Eastern and Southern African sub-region; it provides adapted and thus more adequate teaching and learning material for librarians and documentalists at a specific level. It is hoped that it will be widely recognised and used by educational institutions in the countries of the sub-region, and that other qualified professionals will be encouraged to write contributions for future volumes.

Finally, this opportunity is taken to thank the participants of the Harare Information Experts Meeting in general for the assistance rendered to this publication, and to the members of the Editorial Board in particular for their constructive cooperation, for which a considerable amount of overtime has been spent. At last one of the most important DSE projects in information and documentation training has come off the ground!

Lutz Hüttemann

Bonn, August 1985

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INTERLIBRARY LENDING IN EAST AFRICA

by J.M. Ng'ang'a

ABSTRACT

Interlibrary Lending is the most sure way in which resources in libraries can be shared. This is considered under the premises that no library can be totally self-reliant. As anywhere else this is so in East Africa where effective library networks are yet to be developed. Though there is a lot of goodwill towards interlending the practice is still informal. This paper makes it clear that this situation is not good enough and has indeed gone to the extent of showing how the existing rudimentary interlending can be improved by formalising them. The problems that may inhibit the implementation of formalised interlending are identified also. The paper is quite specific on the areas that should be acted on.

INTRODUCTION

East Africa is a vast region with a total area of 582,646 sq.km. and includes the independent republics of Kenya, Tanzania and Uganda. The three countries became independent states in the early 1960's and until 1977, when the East African Community broke down, shared several common services such as rail, post and telecommunications, research and air travel.

After the collapse of the East African Community the border between Kenya and Tanzania was closed. This affected communication between the two countries, and it was not unusual for an air - letter to take over one month to reach Dar-es-Salaam from Nairobi, which in normal times would take a few hours.

The situation in Uganda was even worse due to that country's problems of 1970's. It still takes a long time to get a reply of letters written to colleagues in Uganda.

The three countries have separate currencies which are not compatible and payment for services or goods has to be made by hard foreign currency such as the U.S. dollars.

In November 1983, a new chapter in East African Co-operation was opened when the three Heads of State held a summit meeting in Arusha. After this meeting the borders were opened. It is expected that librarians will take this new spirit of co-operation and strengthen inter-library co-operation.

THE LIBRARY SITUATION IN EAST AFRICA

There are many types of libraries serving all sectors of economy and society in East Africa. Majority of these libraries consist of special libraries serving government ministries, parastatals, industrial and commercial organizations based in East African capitals. A major problem with most research libraries is that most of them lack qualified manpower. They are also housed in inadequate premises and are very poorly funded.

In the field of public libraries, each country is served by a centralized national library service for the entire country under a Board established by an Act of Parliament. The Tanzania Library Service (T.L.S.) was established first in 1963 and is by far the best with 13 regional libraries and 6 district libraries. The T.L.S. was followed by Uganda in 1964, and Kenya in 1965. Each service operates from a headquarters building in the capitals of Dar-es-Salaam, Kampala and Nairobi respectively and various branches all over the country. Mobile Library Services are attached to most Branch Libraries serving the rural areas. In Kenya, the Nairobi City has a separate Public Library service for the city residents.

There are several academic libraries which serve teachers' colleges, agricultural colleges, polytechnics, technical colleges and the universities.

The university library services consist of the Main University Library at the Central campus and a number of Colleges, Institutes, Faculties or Departments. For instance the University of Nairobi library service consists of the Main Library and eight branch libraries. In most cases, these services are administered as one service, although the degree of centralization eg. in purchasing of books, cataloguing and staffing differs considerably between one University and another.

All the East African countries have legal deposit Acts which ensure that the majority of publications produced within each country are collected and deposited in the designated libraries. However, inspite of these Acts, bibliographical work in the modern sense is not well developed. Up until 1969 there was no agency which was responsible for the compilation of a national bibliography in the three countries. After 1969, Tanzania Library Services compiles the national bibliography for Tanzania which is called Printed in Tanzania, which is based on the legal deposit material at the National Central Library and the University of Dar-es-Salaam Library. In Kenya, the Kenya National Library Services established the National Bibliographic Agency in 1979 and produced the first issue of the national bibliography covering 1980 publications in 1983. There is as yet no national bibliography for Uganda.

Documentation services are still in the embryo stage. In Tanzania, T.L.S. has established as part of its services, the Tanzania National Documentation Centre whose main function is to act as a national clearing house of information. In Kenya plans to establish a national documentation centre to be known as the Kenya National Scientific Information and Documentation Centre (KENSIDOC) at the National Council for Science and Technology (NCST) are at an advanced stage.

In Uganda, the Institute of Public Administration - Deposit Library and Documentation Centre was established in July 1969: However, due to political problems which Uganda faced in the 1970's the centre has not been effectively established.

INTER LIBRARY CO-OPERATION

There is no formal agreement on inter-library co-operation in East Africa, apart from one between the Universities of Dar-es-Salaam, Makerere and Nairobi libraries through which each Library is supposed to give the other two catalogue cards on all Africana material acquired in addition to interlending of some material. Due to political situation prevailing in this region during the last five or so years, this scheme has not been operational.

However, inspite of lack of a formal agreement, Library Co-operation in East Africa does exist in each country between various types of libraries and between libraries of the same subject coverage particularly in the field of special libraries. And as already indicated above, these arrangements are repeated at regional level; but remain informal and liberal. Suffice it to add the exchange of material works very well.

There are four main areas of Library Co-operation that operate in East Africa namely Interlending of library material, photocopying services, exchange of publications and bibliographic activities.

Co-operation is also enhanced through meetings and conferences. These include the biannual standing conference of Eastern, Central and Southern African Librarians (SCESCAL), the Standing Conference of African University Librarians, Eastern African branch (SCAULEA), and the Regional Committee on the Development of Information Systems and Services in Eastern and Southern Africa, commonly known as the Experts Meeting, which is organized every 18 month with the assistance of the German Foundation for International Development (DSE). DSE also organizes in co-operation with Eastern

and Southern African Management Institute (ESAMI) at least 2 workshops annually on Management of Information Services with participants coming from all countries. At these gatherings, matters of mutual interests including Library Co-operation are discussed.

The subject of Library Co-operation in East Africa received great attention in the Conferences of the East African Library Association in the 1960's. For instance in 1968, Charles Ilomo and Michael Wise covered in some details the areas that Co-operation could be formally established with alot of advantages in their papers, Library Co-operation and Library Co-Operation in East Africa, at the EALA conference held in Dar-es-Salaam. Both stressed the scope that existed in the field of co-operative activities such as acquisition, subject specialization and interlending. Similarly Tucker Lwanga emphasized the need for inter-library co-operation during the fourth EALA Conference in 1970. He suggested the initial stages towards formal library co-operation. Suffice it to add that whereas these ideas were practical in the 1960's, the situation has changed so drastically that such centralization on an East African basis is not practical. In 1960's such a co-ordination body would have been based under the East African Community but to-day there is no such institution under whom co-ordination could be administered.

PROBLEMS THAT HINDER CO-OPERATION

Inspite of the great enthusiasm under which the above proposals were received, library co-operation was never formalized either nationally or regionally, and there are as yet no signs of such formalization. There are several problems which have contributed to this situation, chief of which are:

- (a) Lack of information on available resources, such as printed union catalogues, bibliographical guides etc. which can facilitate location of specific titles as they are required.

- (b) Distances and communication. The capitals of East Africa are far apart. Transportation within the countries is reasonable. However, except air service, road and rail services between the three countries is not available easily. The Postal service is comparatively slow and not always secure. For this reason Libraries tend to request material on inter-library either within each country where physical (personal) collection can be done or from BLLD.
- (c) Lack of supporting legislation. Except in the case of Tanzania, where the Tanzania Library Service Act 1975, empowers the T.L.S. to Co-ordinate all Libraries, there is no other legislation that gives any other library such powers.
- (d) Librarians' unwillingness to co-operate or accept change, unnecessary rivalry and lack of initiative in translating ideas into reality.
- (e) Lack of adequate resources such as manpower, equipment, finances and material. No library can boast of adequacy in any of these resources although the degree of inadequacy varies from library to library. Thus most libraries especially special libraries, have no capability to undertake co-operative activities. Most libraries lack proper equipment and this creates problems on inter-library lending. For instance, 22 libraries listed in the Union list of periodicals in Eastern Africa have no photo-copying facilities and of these, 9 do not lend periodicals. Even where equipment is available one finds problems with servicing, availability of spares and the relevant stationery.
- (f) Copyright restrictions. Libraries tend to restrict use of certain types of material such as theses, research reports, periodicals, and Eastern Africana. Yet these are the type of material likely to be requested for on inter-library lending. Except in case of periodical articles, it is difficult to obtain photo-copies of other types due to copyright restrictions. This is because in most cases, the authors cannot be traced to give the necessary permission.
- (g) Lack of Foreign Currency. As mentioned earlier, payment for services from one country to another is required to be made by use of foreign currency such as pound sterling and because of

the strict Foreign Exchange Control Regulations in each country, libraries find it a problem to obtain photo-copies from other libraries in East Africa. Lack of foreign currency has also seriously affected stock acquisition in the last 5 or so years and most libraries have no current material.

INTERLIBRARY LENDING

Although there is no formal agreement on Library Co-operation, Inter-library lending in East Africa is undertaken on what Ndegwa (1979) describes as a gentleman's understanding, in that no library will refuse to lend to other libraries apart from materials which are restricted such as the Africana, material placed on short loan and periodicals. Surprisingly, the formal agreement we mentioned earlier between the three University Libraries of East Africa, was more restrictive of the type of material that could be lent. It excluded University theses, periodicals and material in the East Aricana Collections.

The bulk of inter-lending is mainly within each country with other inter-lending between libraries within the region. Statistics available in Kenyatta University College Library show that within the last years, the library has requested for 3 items from the Universities of Dar-es-Salaam and Makerere. In the same period the library lent one book of University of Dar-es-Salaam and supplied two articles to BLLD.

Within each country, inter-library lending seem to be concentrated between and among the large libraries. In Kenya, a survey of libraries found out that of 77 libraries which responded, 57 libraries participated in inter-library lending. The remaining did not lend or borrow. The survey further found out that the large libraries borrowed from each other but the weaker ones did not utilize the facilities of stronger libraries.

There are no statistics to show how extensive inter-lending is. The author of this paper has tried to obtain statistical data from Kenya Libraries without much success. Only 2 Libraries responded and supplied the relevant information showing the extent of their borrowing and lending activities within the last five years. This information, in addition to that of Kenyatta University College (KUC) Library, will, it is hoped, give some indication of the pattern of inter-lending.

The Kenya Institute of Administration (K.I.A) Library has borrowed 53 books and lent 103 during the last five years (1978-1983). During the same period the Mcmillan Library borrowed 87 and lent 213 books.

During the last two years, the figures for K.U.C. Library are as follows:

(a) Requests made to other Libraries

	Requests made	Requests supplied	Percentage
1981/82	206	22	10.67 %
1982/83	123	53	42 %

(b) Requests received from other Libraries

	Requests made	Requests supplied	Percentage
1981/82	75	59	78.7 %
1982/83	102	85	83 %

From the above figures it can be seen that K.U.C. Library borrowed 75 books and lent 144 books in 2 years.

It may be mentioned here that there is no standardized inter-library lending procedures and this could be one reason why no records are maintained. Requests for material are made either by letter or telephone or by personal visits. Loans are normally sent by post but the most urgent ones are collected personally. When the post is

used, the lending library pays the postage for sending the material while the borrowing library pays for the return postage. There are no problems with postage as yet because the volume of inter-lending is still minimal. But with the rising costs of postage and the ever diminishing budgets, one sees a situation where the present situation is not likely to continue especially if the volume of inter-lending increases. It may be added here that experience has shown that when requests are made through the post, there is usually a time delay of sometime up to one month from the time the request is made to the time a reply is received. In most cases, one gets a faster reply from BLLD than from local libraries. This causes problems especially in academic libraries where users are not willing to wait for such long periods. Usually academic users make their requests when they are in the middle of writing their projects.

INTERNATIONAL LOAN SERVICE

The British Library Lending Division (BLLD) has registered the Kenya National Library Services (KNLS) as the borrowing Centre for Kenya. Under this arrangement, Libraries can borrow material not available in Kenya free of charge. All the libraries are supposed to do is send full bibliographic details to K.N.L.S. who will in turn borrow the material from BLLD. BLLD will lend the material to K.N.L.S. for one month which can be extended if needed. K.N.L.S. will in return lend the documents to the borrowing libraries for about 2 weeks.

Libraries wishing to receive material faster could pay the cost of air-mail in which case the documents will be sent direct to the borrowing library and loan period will be one month.

In the field of medicine, medical libraries received with the assistance of the World Health Organization (WHO) photocopies of periodical articles through the National Library of Medicine.

PHOTOCOPYING SERVICES

Provision of photocopies of periodical articles, chapters from books and other documents is increasingly being regarded as an extension of inter-library lending. With the restrictions on borrowing periodicals, research reports and theses, this service is extensively used especially in academic and research libraries. A certain amount of photo-copying services between the various libraries in East African countries is also provided, but because libraries charge for this service, it is not extensive due to payment problems which arise due to strict Foreign Exchange Control regulations in all countries.

To solve this problem, the Tanzania Research Information Service, (TANRIS) has entered into an agreement with B.L.L.D. which makes it possible for TANRIS to purchase coupons for photo-copy requests from BLLD. This service enables the researchers to obtain easily and quickly photocopies of articles available in international journals. TANRIS has also acquired its own photo-copies which are used to provide photocopy services from its resources.

EAST AFRICAN LITERATURE SERVICE (EALS)

This service was provided since 1966 by the Library of the East African Agriculture and Forestry Research Organization (EAAFRO) at Muguga near Nairobi. EAAFRO was an agency of the East African Community. This service provided by means of xerox-copier/photocopies of content pay of all the journals EAAFRO received and sent them to research institutes, libraries and individual researchers in the field of natural sciences according to their indicated interests. If any person wished to have any of the articles, the contents pages were marked as desired and returned to Muguga after which photocopies were supplied immediately free of charge.

This service was stopped for sometime after the break-up of the East African Community. It was later revived by the Kenya Agricultural Research Institute (KARI) which took over the EAAFRO and contin-

ued to provide the same service until January 1983 when due to economic constraints KARI stopped the service.

While it lasted, this service which served over 170 research institutions with well over 2000 scientists provided a very valuable service. It had monthly output of 18,000 photocopy pages.

A similar service is provided in Tanzania since 1980 by the University of Dar-es-Salaam Faculty of Agriculture Library.

TOOLS USED TO LOCATE MATERIAL

As we have mentioned above one of the major problems of inter-library co-operation is lack of information on available resources. To alleviate this problem a number of tools have been produced and the following are some of these used to locate the available documents.

Accession Lists. Almost all major libraries produce accession lists either monthly or quarterly. These lists are widely circulated within the region and they form the main source of information about publications available in the various libraries.

Union Catalogues. There are no published Union Catalogues which cover all libraries in any of the East African countries. Each University Library Service and each National Library Service also has a Union Catalogue of the book stock in its system. A Union Catalogue of East Africana Material is held in the 3 University Libraries on cards. University of Nairobi Library has plans to put this catalogue into computer.

Periodical holding are well covered by

- (a) "The periodicals in Eastern African libraries; a Union list," which was published first in 1965 by the West Virginia University. Production was taken over by the University of Nairobi Library who produced the latest edition in 1975. This edition in-

cludes periodical holdings of some 82 libraries in Eastern Africa. However it omits the holdings of some large libraries. It includes information on facilities available in each library such as photocopying, microfilming etc. and whether it would be possible to borrow the journals.

- (b) "Periodicals in Tanzania Libraries: a Union list," prepared by the Tanzania National Documentation centre in 1976. It lists periodical holdings of some 86 libraries of government departments and parastatal organizations. It unfortunately excludes the holdings of the University of Dar-es-Salaam library.

Directory of Libraries. In 1977 a directory of libraries in Kenya by J.R. Njuguna was published updating the Kenya section of the Directory of Libraries in East Africa, 1969. It provides for each listed library such relevant information as subject coverage, services provided and available facilities as well as a subject index. In order to enhance its value regionally, a 2nd edition has been prepared covering Libraries in Eastern, Central and Southern Africa region.

A survey of Kenyan Libraries was undertaken in 1982 for the purpose of establishing the data base required for Planning improvements in the national information system. It focused particularly on size and type of collections and budgetary provisions for acquisitions and operations. This survey has provided a wealth of data on the information resources available in Kenya. The data is currently being analysed with the aim of publishing a subject directory of library and information resources in Kenya. When published it will no doubt become a valuable tool for locating required information.

CONCLUSION

The value of inter-library lending, especially in countries like ours with scarce resources, cannot be over-emphasized. Co-operation helps to eliminate unnecessary duplication and maximises efficient use of resources.

As we have already seen Inter-library lending takes place informally. Indeed the base for formal co-operation is there. In order to formalize inter-library lending in East Africa, it is suggested that the following action should be taken.

1. At national level plans should be formulated so as to develop an integrated information service which would cover all libraries, archives and documentation centres. This calls for passing of new legislation as well as designating one library as the national co-ordination centre which would act as a link between libraries and regional and international centres.
2. Efforts should be made to develop information sources and bibliographic sources which will help to locate required documents. Production of retrospective Union Catalogues of books in all libraries is likely to be very expensive and considering the problems of manpower shortage this would be required to send a catalogue card to the national coordinating centre. As far as Periodicals are concerned the "Periodicals in Eastern African Libraries: a Union list" should be produced regularly and efforts should be made to include all libraries in East Africa. If this is not practicable, comprehensive national Union Lists should be produced.
3. The awareness service previously offered by EAAFRO should be re-introduced and should cover all subjects.
4. Efforts should be made to provide all libraries with the necessary reprographic equipment for document reproduction.
5. User education programmes should be developed so as to teach users on how to use information sources and resources and undertake searches for information. These programmes could be linked up especially in higher education with courses on research methodology.

6. Greater improvement of communication through installation in libraries of telex and on-line services.

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THE ROLE OF THE LIBRARY IN THE PROCESS OF CONDUCTING RESEARCH

by J.M. Ng'ang'a

INTRODUCTION

Scientists approach their problems through the establishment of hypotheses and innovative experimentation to test them. Equally important to the scientist is knowledge of what is already known in his subject area. This knowledge is especially crucial for the technologist for his practical effectiveness.

In this paper, we propose to explore the role the library plays in the provision of knowledge so that the researchers can carry out their investigations effectively.

Simply defined, a library is a collection of information resources, books and other learning materials effectively organized for use. The library is the only agency devoted solely for the purpose of collecting, preserving, making available, transmitting and securing the widest and most effective use of records of civilization by the society of which it is a part. Thus the library is a store-house of knowledge and repository of the records of mankind's achievements and discoveries. In short it is a store and a disseminator of information.

The above definition refers to all types of libraries. However for this paper, we shall confine ourselves to the academic library.

The academic library is the library of an academic institution. The fundamental role of this type of library is educational. As Gelfand (1968) says, "It should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education. It should feed the intellect of the student, encourage the

researches of the faculty, and invite all who enter its house to partake fully of its intellectual and cultural fare."

The main function therefore of an academic library is to provide facilities to support the teaching, learning and research activities of its parent organization. It is the central organ of any academic institution and this position must be recognized if the teaching and research activities are to be effective. This central role of the library was recognized by the University Grants committee of the United Kingdom in 1921 where in their report they made the following statement

"The character and efficiency of a University may be gauged by its treatment of its central organ - the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a university. An adequate library is not only the basis of all teaching and study, it is the essential condition of the research without which additions cannot be made to the sum total of human knowledge."

We can therefore see that an academic library provides an absolutely fundamental service which affects the whole institution and without which the institution would cease to function as a centre for teaching and research.

RESEARCH PROCESS

A number of activities each of which can be regarded as a stage in the research process can be identified and include

- Problems
- Literature review
- Hypotheses
- Data collection
- Analysis of data
- Findings and summaries
- Communication

Before commencing any research, it is important that one finds out what has been done so far. Thus the first step in locating a specific problem to be researched is to undertake a literature review. The review of the Literature involves locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual's planned research project. The general purpose of the review is to help the researcher develop a thorough understanding and insight in the previous work and the trends that have emerged in the subject area. It is also essential because

1. it helps to discover what has been done in the area intended to be researched upon and which area can be meaningfully extended or applied.
2. it helps to discover who else may be doing similar work.
3. it gives ideas about variables that have proved important and unimportant in a given field of study.
4. it gives meanings and relationships between variables that one has chosen to study and wishes to hypothesise about.

Literature review minimizes the risk of dead-ends, rejected topics, rejected studies, wasted efforts, trial-and-error activity oriented towards approaches already discarded by previous investigators and even more important - erroneous findings based on faulty research designs. It promotes a greater understanding of the problem and its cultural aspects and ensures the avoidance of unnecessary duplication. The published literature is also a fruitful source of hypotheses.

If an effective and meaningful literature review is to be undertaken, there must be a well organized dissemination medium. It is also important that the researcher knows how to go about obtaining the required information. The ability to find information or sources of data depends on three elements, namely:

- a) Knowledge of how information has been recorded.
- b) Understanding how it is stored for future use, and
- c) Skill in retrieving it from the store.

The first ability often involves the use of the right reference books, while the second may involve the use of several reference sources and references to published and unpublished records. These are some of the dissemination tools of documentation. Documentation is one of the first steps in research, without which talent and resources can be wasted in needless duplication of efforts. Ability three involves the use of libraries and other information centres. Suffice it to add that 90-95 % of the information needed by researchers to facilitate development is available and stored in libraries. Thus the library is an important tool for effective research.

INFORMATION SOURCES

The expected outcome of the work of scholars and researchers is normally some form of publication. This is usually produced in physical forms of journal articles, conference papers, research reports, monographs, textbooks etc. This act of publication is an attempt to communicate what one has discovered in the course of his investigations.

The published sources are grouped into three categories, namely:

1. Primary sources

These are original publications by the researchers which is a direct description of occurrence as actually observed. They include

Journal articles
Research reports

Theses and dissertations

2. Secondary sources

These usually include material written by authors who have not had direct observation or participation in the events described. They include:

- text books
- encyclopedias
- bibliographies
- abstracting services
- indexing services
- etc.

3. Tertiary sources

Tertiary sources provide a constant review of the subject. The reviews are based on primary and secondary sources and usually give an up-to-date review of the state-of-the art of the subject. Review articles are an excellent source for researchers who wish to locate the bulk of work in an area of interest without having to search it out and finding it all by themselves. They are also excellent starting sources in any literature review. They include

- Research review Journals
- Annual reviews in ...
- Progress in ...
- Hand books
- Year books
- etc.

INFORMATION SEARCH PROBLEMS

In order that the researcher may be able to carry out his investigations in the process of creating new knowledge, it is important

that he should have access to detailed primary, secondary and tertiary sources.

The main problem which confronts all users of information is the amount of information available. Since the invention of printing, there has been a steady and rapid growth of information. This growth has been exponential in all branches of knowledge especially in science and technology.

In the early days of science, the dissemination of information was mainly a matter of personal communication - the invisible colleges, where scientists communicated either verbally or by correspondence. The first scientific journal was published in 1665. By the beginning of 19th century the number of journals had grown to about 100 titles. This number increased tenfold by mid-century rising to 5000 titles by 1900 and 30,000 titles by 1960. The size of individual issues has also tended to grow. It is estimated that there are well over 10 million scientific papers in the world and this figure continues to increase every year. Indeed it has been found out that the growth of primary literature tends to double every 10-15 years. Another related problem is that of scatter, i.e. the extent to which articles on a given subject actually occur in journals devoted to other subjects. This underlines the necessity to teach all information users how to use the literature effectively, i.e. giving them the necessary skills in retrieving information from the store.

There are three basic problems which face most people beginning to undertake research, namely:

1. Lack of awareness that the information required may be already in the literature.
2. Lack of awareness that this information can be retrieved from the storage.

3. Lack of understanding of the way information is stored and retrieval mechanisms which should help in obtaining all types of information.

In addition to these problems, Kenyan researchers face the following problems.

1. Lack of basic information sources to which they can refer to in their initial research efforts.
2. Much of the information generated by researchers in Kenya is published in journals overseas which are only accessible to a small group of researchers.
3. Lack of adequate scientific journals in our libraries.
4. Scientific information appears in languages other than English and libraries lack translating facilities.
5. Lack of well organised centres capable of collecting and disseminating information to researchers.
6. Inadequate manpower for science and technology transfer services.

THE LIBRARY

The library as we have already noted is a storehouse of knowledge. It is an essential service without which research and growth of knowledge cannot be effectively undertaken. Its role in the process of conducting research, is therefore that of providing the researcher with easy access to the required information, by

- i) providing assistance in bibliographic searches
- ii) providing the necessary information retrieval devices such as

catalogues
indexes
abstracts
bibliographies

- iii) teaching the users on the most effective and efficient way of using the library and literature.
- iv) provision of current awareness services.

To be able to perform these functions effectively, the library must be provided with adequate resources, namely,

Funds
Manpower
Books and other learning material
Building and equipment.

Unless these resources are adequately provided, it will not be possible for the library to meet the needs of researchers. Suffice it to add that information is a very costly commodity.

It should however be added that no library is likely to be self-sufficient. But within the context of library co-operation, the library should be able to obtain any required information from other libraries within the country, the region or internationally. For the library to serve readers successfully, it is important that the users also be efficient in library use. It is imperative that the researcher knows how to locate and use what is available for without such a skill, he is simply a hunter lost in the forest. Effective research presupposes a good grasp of the organisation of the library and its contents.

CONCLUSION

In order for any researcher to carry out effective and meaningful research that would add on to the existing knowledge, a very clear

understanding of the problem is called for. He needs all the available information on that problem so that he can place it in context of the existing knowledge. Undoubtedly the library is the home of that knowledge which is kept in form of books, reports, conference proceedings, journals etc. It is the business of the library to organise such resources and the researcher must understand how such resources are organized. For without that is is not going to be possible for him to effectively utilize those resources. The library must then take up the challenge of instructing all the users on the literature organization and use.

For the library to play such a central role in the research process, it must be adequately funded to be able to buy the resources and recruit qualified manpower.

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THE PROVISION OF APPROPRIATE READING MATERIAL FOR SCHOOL CHILDREN IN SOUTHERN AFRICAN REGION

by C.I.D. Nyirenda

INTRODUCTION

The importance of providing appropriate reading material for school children cannot be over emphasized. There is a need to develop good reading habits among school children at quite an early age, not necessarily because such a habit facilitates the learning process, but more important is the fact that reading widely nourishes the development of the mind. At this stage in the economic and social development of our countries we need to produce the necessary man power and good thinkers who can shape the policies of our countries for the improvement of the standard of living of our peoples. Such a need can best be appreciated if we look at the multitude and complexity of problems affecting societies that are undergoing a transition from a basically oral culture to a book and multimedia culture. The purpose of this paper is to consider one aspect of these problems: namely, the provision of appropriate reading materials for school children in Southern Africa. By highlighting some of the problems involved in the area, it is hoped that some worthwhile discussions will be stimulated among interested parties in the field of education, librarianship and book publishing industry. Eventually ways might be found of presenting the possible solutions that may arise out of the discussions to the relevant authorities in the government set-up.

HISTORICAL BACKGROUND

The traditional information system in the majority of Sub-Saharan Africa was based on an oral culture which meant that the knowledge and history of the tribe was passed on from generation to generation

by word of mouth. The transmission of information was in various forms:- for example, folk tales, stories, legends and myths and proverbs told to youngsters by the fireside or moonlight, praise and festive songs sung at important ceremonies like weddings, ritual incantations of religious ceremonies, funeral rites and initiation ceremonies, and beating of drums, or lighting fires as a way of conveying urgent messages to neighbouring villages.

Oral culture is still dominant in Southern Africa, especially in rural areas, although now it is being supplemented by the printed word. The book was introduced into Central Africa during the second half of the 19th century by the missionaries and traders who came to settle in the area bringing along with them books for their own recreational reading. The missionaries took the lead in setting up their own printing presses to support their teaching of the scriptures as well as to provide other reading materials for the schools they had established. In this endeavour the missionaries/anthropologists were the first to publish dictionaries, grammars, histories and stories in African languages.

Later the missionaries were assisted in this work by the Government Presses which were set up, for administrative reasons, as soon as colonization was formalised. A considerable number of articles have appeared on the history of printing and publishing in various African countries, and it is clear from these documentaries that there has never been an adequate provision of appropriate reading materials for both primary and secondary school pupils. A number of factors account for this state of affairs. The school Curriculum was based along the lines of the educational system of the colonising country. To say the least most of the reading material provided under the educational system did not reflect the needs of the indigenous people. In fact some of it was detrimental to the African's image as it made him develop an inferiority complex about his customs, language and literature; and made him feel that European manerisms and culture were superior to his and therefore ideal. Of course it was all according to the colonial administration's policy; the net result of this was that local authorship was not encouraged. The

heavy reliance on external multinational publishing houses for the supply of text books and other reading materials also discouraged local authorship and retarded the development of the local publishing industry. Public libraries for Africans were also non-existent, as membership to the existing libraries was mainly by subscription, which automatically barred the few literate Africans from joining.

Such was the setting in the colonial era, and naturally, at the dawn of independence most African governments were very enthusiastic to institute changes that would restore and boost their peoples' self-esteem and self-determination. There has been a call for expansion in the provision of primary and secondary schools, and even higher education so as to meet the manpower requirements of the developing countries. Education is also recognised to be a very important factor in the modernization of African economies so that they become less dependent upon the West. In line with the spirit of nationalism, there has also been a move, in many independent African countries to introduce a new syllabus in schools that encourages the pupils to learn more about their local environment, their histories and literature. These two factors, widespread education and a change of the syllabus have accentuated the demand for locally published materials to meet the needs of the growing number of school children. Unfortunately, amidst this upsurge of educational expansion and change in the curriculum, the rate of the development of the publishing industry and book trade has lagged behind.

THE BOOK PUBLISHING INDUSTRY

One major constraint was the acute shortage of high level and middle level manpower in the newly independent African states. This was pronounced in the publishing industry and therefore there were no indigenous publishing firms to produce the desirable new textbooks and other relevant reading materials. The multinational firms like Oxford University Press, Longmans, Heinemann, to name a few, were quick to respond to this situation by creating quasi-independent agencies. These agencies, then known as the Longmans (Malawi)

Ltd., for example, published a few series of textbooks with an African bias or flavour. For all intense and practical purposes, the quasi-independent agencies still owed their allegiance to the parent firms in Britain, where important policy decisions were made.¹⁾ Thus these firms are known to reject some manuscripts of indigenous authors on local themes on the pretext that they are not of good quality. What they actually fear is that because the material is of local interest, it would not sell very well on the international market. But that is precisely the sort of material that would be appropriate for local readership including school children!

In a bid to encourage local authorships and promote the publication of material of national and cultural interest, a number of African governments decided to take over the branches of the multinational corporations and establish state-owned publishing houses. These publishing ventures are still beset with problems, some are unavoidable while others can be solved with more careful planning.

First and foremost, African governments do not have adequate financial resources and technical expertise to create a viable publishing industry that would compete very well with the multinational corporations. Amidst mounting pressures to improve the standard of living of their peoples by combating hunger, poverty and disease, the development of the publishing industry, book trade and libraries rates very low in the development plans of most African governments. The state-owned publishing firms therefore get a small proportion of the available government funds when publishing, by its very nature, is a capital-intensive industry. Machinery and raw materials like paper and ink have to be imported; and with the growing rate of inflation for capital goods, costs for these items have been steadily rising.

In addition, many African governments demand import licenses before such goods can be ordered (to control foreign exchange) and charge high import duties. The outcome of this is that obsolete equipment is used because modern and more efficient machinery cannot be purchased or machines lie idle because of a missing spare part.

Printing processes may be slowed down or come to a standstill while awaiting the arrival of spareparts or supplies of paper. All in all production costs are high, so by the time the publication appears on the market, it costs so much more than what the average man can afford to spend on a book. The choice is between buying a book or a shirt or some other necessity. Because of the high price of inputs and delays in getting supplies of raw materials on one hand, and a weak market due to low per capita income on the other hands, a publisher ends up issuing a limited number of copies per publication. This in turn does not help him realise economies of sale by getting some profit through the sheer rate of turn over. Indeed, there have been cases where possible buyers have come to know of the existence of a publication a bit too late when all copies have been sold. In a way, this reflects a lack of skilled personnel in the marketing services. As a matter of fact, in this part of Africa book promotion activities such as book-fairs, book exhibitions, let alone pre-publication announcements are rare. A good marketing person should not only be interested in selling the books but should also be in a position to identify what would be of interest to the readers and be able to report the changing trends to the editorial board.

The editorial field is also an area which lacks trained and skilled manpower, and yet it forms the basis for the success of a publishing house. An editor must be sensitive to subtle changes in his society and be able to commission the right authors and see their works through to publication.²⁾ Perhaps the identification of the right authors is the problem because so far nothing or very little has been done to encourage local authorship. A number of young writers end up publishing their short stories, poems, and plays in a local newspaper or magazine (the latter is notorious for having a high mortality rate). Notable literary books, histories and textbooks are slow in coming out of the press inspite of the rich oral traditions that exist in these countries and which can be committed to paper and form good children's literature.

AUTHORS

A few explanations may account for this obvious literary inertia. It is a common phenomenon to find several varying languages being spoken in one African country. An author who chooses to write in his mother tongue narrows his audience to a small proportion of his country's population and that does not augur well for his fame and prosperity. Ideally, translators should be identified to translate the work into the many languages of the country, but where Book Development Councils hardly exist the task of encouraging writers and translators to come forward with their works becomes very difficult.

It is only recently that Writers Associations are being formed in institutions of higher education. Generally the writers in these associations publish in English or French whichever is the official language and medium of instruction. So in order to publish successfully and gain a wider readership, one must have a good command of the second language. Where the majority of the school children cannot proceed beyond the primary and secondary school because places at secondary schools and universities are highly competitive, it means a considerable amount of local talent in writing remains underutilized and therefore undeveloped. Publishing in English also means catering for the needs of relatively few privileged members of the local community. In an attempt to solve this problem of proliferation of languages, African governments have selected one or two widely spoken languages in their countries as national languages. Hopefully, written literature in those languages is going to be promoted; but this means that those languages relegated to minor positions will have to remain in the oral form indefinitely.

The literary inertia can also be explained in terms of the educational system that prevails in these countries. Basically, education is seen as a lever for breaking away from the tough rural conditions of living to joining the modern sector via employment. The criteria for getting a well-paying job is mainly based on academic qualifications that one has managed to achieve. Since opportunities for proceeding

to secondary school and universities are limited, there is keen competition to score high grades so as to secure one's place in those schools and colleges. To achieve this it is in the interest of both the teachers and pupils to stick to the syllabus strictly and even go over past examination papers. This encourages rote-learning which does not leave much room for developing individual inquisitiveness and creativity. After having been through this sort of educational system there is a tendency among school leavers and even graduates to regard reading as a means of passing examinations and not simply as a way of spending one's leisure time. For leisure many people prefer to go out for a dance or a drink; to go and watch a football match, a movie, a play or concert - as opposed to locking oneself up in one's house or library to read or express one's ideas and thoughts in writing. The tendency to spend one's leisure time socializing with one's colleagues or members of one's community is an outstanding characteristic feature of traditional African culture. This confirms that book culture has not really caught on, and oral culture still dominates the scene.

Finally, it can also be argued that the censorship laws that exist in a number of African countries do not motivate writers to come forward. Many potential writers and researchers are deterred from being creative and from expressing their ideas and opinion by the fear of producing something that would be objectionable to the authorities. This is partly the reason why a greater proportion of important and scholarly works about African countries still continues to be published abroad, by expatriate researchers or by nationals living outside their countries. Usually some of these publications end up by being banned in the African countries concerned.

AVAILABILITY OF READING MATERIALS IN SCHOOLS

The fact that the publishing industry and authors in this region face so many problems has had serious repercussions on the availability of locally published material that would be most suitable for our schools and general public.

The scarcity of suitable reading material has meant that so much is still waiting in the adaptation of the school curriculum to local needs. Even the little that is locally available ends up being sold at exorbitant prices so that the common man or pupil cannot afford to buy. The educational system therefore still relies heavily on imported books, be it from other African countries or the western world. The price of imported books can be three times higher than the original retail price because some governments charge duty even on book imports and on top of that book sellers add their sales tax and profit margin. In many schools, it is quite common to find two or even four pupils sharing a basic textbook. To make matters worse, good school libraries as well as public libraries have yet to be developed in this part of Africa. In Malawi, for example, libraries in primary schools are almost non-existent. Most secondary schools have small collections of books ranging from 200 to 5,000 volumes. A large proportion of these collections is outdated as it consists of some odd donations from libraries who discarded the books upon receipt of latest editions. There is no special programme to develop the library collections mainly because of inadequate school funds. The National Library Service tries to supplement the school library by delivering about 300 books to schools on a rotating basis every three months or so. All the same, the fact remains that the books in the school library bear no relevance to the syllabus.

The organisation and management of the school library is most often left in the hands of an English teacher who is invariably overburdened by a heavy teaching load. It follows that the teachers do not have the time to devote to the development of the library and its usage by the pupils; besides, there seems to be no correlation between being an English teacher and a school librarian. It is therefore only the few zealous pupils who go to the library to read, the others go there at specified times to do their home work. Thus, pupils lack the necessary encouragement to cultivate a reading habit which is so essential to the development of the mind.

GOVERNMENT POLICIES

The points raised so far in this paper create a sombre picture of the inadequate provision of appropriate reading materials. Unfortunately, there are no obvious immediate solutions to these problems especially when they are mainly based on inconsistencies in the governments policies. On one hand the need for expansion in education is recognized, but on the other hand, no concerted effort is made to develop the infrastructure that supports such expansion. As discussed earlier on the publishing industry and book trade is not encouraged by the strict censorship laws and the heavy duties levied on import licences and imports of capital goods and books. The value of libraries not only in educational sphere, but also as an invaluable aid to social and economic development has not yet been fully appreciated; hence libraries occupy a position of low priority in national development plans. The authors too, are not only discouraged by the censorship laws and delays in publishing, but are also demoralised to find their books gathering dust in bookshops because imported western books are preferable. One of the Malawian novelists, J.M. Ntuba, has expressed his feelings on this topic:

"... Its even sadder to note that in schools no Malawian novel has yet found its place - whether at primary school, Junior Certificate or Malawi School Certificate level. This fact alone would support and perpetuate the unfortunate impression that Malawian novels are of low standard, thus uninteresting. Personally, I feel this is all wrong. The sooner this misconception is corrected the better. It portrays the much hated ugly impression that anything European is more superior than Malawian."³⁾

This is indeed strange that inspite of the nationalistic ideals that seem to be emphasised, the education authorities should spend the meagre foreign exchange importing western literature into schools. In a way this only goes to confirm what A.O. Amadi talks about in his chapter on "Colonialism as brainwashing".⁴⁾ Much as we would like to believe that we are conscious and proud of being an independent and distinct nation, the corrosive effects of colonial brainwashing are still inherent among the majority of our peoples.

It is worthwhile to note here that it is not sufficient to adapt the syllabus subject by subject to the local situation. What actually needs to be done is a complete re-evaluation of the end product of the present educational systems in our respective countries. The rising rate of unemployment among school leavers and even graduated is, to a certain extent, an indication that the present system of education is failing to turn out individuals that fit in their societies as useful members. Among other factors, an educational system that promotes individual thinking as opposed to rote learning would be desirable. This is because such a system does encourage creativity, and therefore, one would hope that research activity and entrepreneurship would also be stimulated. Eventually this would generate a kind of spiral effect whereby new avenues of employment would be opened up and so would further research work be carried out, and so on.

Presently there are moves at the Malawi Institute of Education to produce teaching and learning materials for schools. Initially, the emphasis will be on audio-visual aids and hopefully textbooks will also be considered eventually. However, there are as yet no plans to develop school libraries or learning resources centres as an integral part of curriculum. Generally, there has not been a systematic development of library and information systems in this region. Institutions like National Archives, National Library Service - which functions as a public library, University libraries and special libraries have developed independently of each other, each one to meet the exigencies of the time. All these information centres have valuable collections of material important for research. Most of them are not well organised, though, because of lack of qualified librarians; and so full exploitation of these collections is hindered. In addition, there has been little coordination of activities among these centres of information. Worse still, a coordinating body in the form of a National Library is a rare phenomenon in this area. In recent years a number of articles have come up about plans to set up documentation centres in this region so as to form the SADIS (The Southern African Documentation and Information System) network.⁵⁾ But these plans are really taking their time to come to fruition. The

absence of documentation centres or National Libraries has meant that the level of bibliographic control of locally produced material is very low, let alone the related material produced abroad. It is important to mention here that countries in this region are at different levels of development. As far as bibliographical control is concerned, Zimbabwe may be better off than Malawi because the former inherited (from the colonialists) a better publishing infrastructure than the latter. Similarly, countries in close proximity to South African, namely Lesotho, Botswana and Swaziland, are able to tap South African information resources to their advantage. However, the generally low level of bibliographic control in this region results in poor and inadequate bibliographical services. This in turn makes the work of research workers very difficult - which is another contributory factor to the low output of scholarly publications.

THE ROLE OF LIBRARIANS

From the on-going discussion, it is clear that librarians alone cannot offer solutions to the problems of providing appropriate literature to school children. They certainly need the cooperation of educationists, manpower planners and policy makers. However, this should not be taken as justification for their adopting an indifferent attitude towards the improvement of library services in their countries. As far as developments in information systems are concerned, librarians should play an important role in influencing policy makers. The absence of union catalogues, union lists of serials, centralised cataloguing schemes and subject bibliographies is not a good reflection of their dedication to their information work. There is also room for research in the field of librarianship so as to find out ways to adapting library services as befits the local conditions.

In a number of countries, librarians, through their Library Associations, now run Library Assistants' courses, and seminars in order to alleviate the problem of shortage of trained staff in information centres. Commendably, in 1982, the Zambian Library Association

carried out a survey of school libraries on the Copperbelt. The objective of the survey was to identify and analyse problems in the school libraries; and subsequently, present to the relevant authorities a plan of action that would improve conditions in school libraries.⁶⁾ This is certainly a move in the right direction, and, hopefully, librarians in the other countries of this region will follow Zambia's example.

In addition to calling for the development of school libraries, it is necessary for information workers to carry out more research and surveys on the existing libraries in their countries. The outcome of the surveys can then be used to convince their governments of the need to (a) formulate an information policy; and (b) coordinate the development of information systems as a whole into the overall national development plans. Only when this is achieved can sensible strategies be made as regards the development of the book publishing industry, the training of librarians and the improvement of library services.

SUMMARY

The underlying factors that account for the inadequate provision of appropriate reading materials for school children can be summarised as follows:

- (a) the underdeveloped nature of the publishing industry.
- (b) lack of encouragement of local authorship.
- (c) inconsistencies in government policies.
- (d) the underdeveloped state of school libraries and other information systems.

These problems stem mainly from: firstly, the colonial legacy and, secondly, the inevitable cultural conflict that occurs when societies undergo rapid social changes.

Since the problems involved are of a complex nature, solutions to them will have to be worked out by bringing together expertise from various professions: for example, educationists, information scientists, economists and manpower planners. From the librarian's point of view, the strategy for improvements rests on formulating a clear information policy, and then incorporating that policy into the overall development plans of the individual countries concerned.

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INFORMATION NEEDS OF SMALL SCALE BUSINESS ENTERPRISES: A CASE STUDY OF BOTSWANA

by T.F. Kgosidintsi

INTRODUCTION

Knowledge of appropriate technical and managerial skills is a basic prerequisite for all business to be successful. It is not always possible to have formal desk training for all the demands of business, and indeed, information of potential use to the businessman is proliferating at such an accelerated pace that it would necessitate entrepreneurs receiving this training weekly if not every other day e.g. businessmen of all sizes of business need to keep abreast of the trend in the financial markets in relation to the world political-economic situation especially in relation to the countries they import from or even export to. The need for a constant supply of information is sometimes recognised by these people and for this they turn to information creators and distributors. Most of the time though this need is not recognised by small scale business people and even when it is, the problem is that they do not know where to turn to, and certainly the library does not yet count high on their list of priorities.

THE ROLE OF SMALL SCALE INDUSTRIES IN THE ECONOMY OF BOTSWANA

The population of Botswana estimated at 941,027 in the 1981 population census is still predominantly rural, from an estimated 89 % in 1977 to 82 % in 1981. The economy has a limited export base, the major exports being minerals, mainly diamonds and beef sold mainly to the European Common Market Countries. Agriculture is still largely the basic economic activity of the rural population, the majority of whom are small holder subsistence crop farmers. Cattle ownership is

highly skewed with only 55 % of households owning cattle, and of these only 5 % own a herd of 100 or more. Arable agriculture in Botswana is very risky because of climatic and environmental constraints. Rainfall is erratic, unevenly distributed, averaging about 475 mm per annum almost all falling in the summer season between November and April. About 80 % of the country has no surface water, hence a very limited irrigation potential. A rough indication of the challenge facing the country is that three fifths of the population or 250.000 people are dependent on low productivity work in agriculture and informal sector. The formal sector has only absorbed 20 % of the labour force. In the plan period 1985/86 to 1990/91 the labour force is forecast to grow at 20.000 per annum and yet only 7.600 new jobs are expected to be created per annum. In recognition of this problem the Botswana Government has embarked on a number of programs to develop its manpower with adequate skills to enable them to engage in productive activities. The government development strategy in the current and past plan emphasizes rural development and employment creation.

Government has created an infrastructure to promote industries that are small enough to be handled by the people of Botswana with little or no foreign inputs. Through the Ministry of Commerce and Industry, entrepreneurs in the small scale sector can obtain assistance that would enable them to set up and maintain businesses, that will guarantee employment to other rural people both as skilled help and as apprentice. Financial Assistance is assured through the Financial Assistance Policy Programme of 1982 and the Industrial Development Policy Programme of 1984. Both these programmes provide subsidies and grants to labour intensive productive small scale enterprises. Loans can be obtained from the National Development Bank (NDB), the Botswana Development Corporation's (BDC) subsidiary, Tswelopele and the Small Enterprises Scheme of Barclays Bank.

Technological and General Know-how Assistance is channelled to the entrepreneurs through the Botswana Enterprises Development Unit (BEDU); the Brigade Development Centre (BRIDEC); the Botswana Technological Centre (BTC); Brigades; Kweneng Rural Development

Association (KRDA); and the Southern Rural Development Association (SRDA). Management Assistance is provided by the Business Advisory Service (BSA); Partnership for Productivity (PPF); Pelegano Village Industries (PVI). Marketing Reserach information which is vital for all businesses to set realistic production goals, is produced and distributed by Rural Industries Officers (RIO); the Rural Industries Programme (RIP); Small Industries Supply and Marketing Agency (SISMA) and the Botswana Co-operative Union (BCU). For promotion of products and services, the Ministry of Commerce and Industry has recently set up a Trade and Investment Promotion Agency. The absence of any mention of libraries especially the National Library in such activities is at least significant if not an indictment of their present policies and operations. According to the provisions of the National Library Act as amended in 1970, The National Library should be involved in setting up all government department libraries. This means the National Library should be setting up a Trade Information Service (TIS) in the Ministry of Commerce and Industry.

Reports produced by Government Department and Parastatal Organisations are broadcast and disseminated for wide coverage through the press and radio. Investment seminars are held from time to time. Products are publicised mainly through trade fairs, which are held country wide. The most effective means of communication so far, are the personal visits and talks to small-scale entrepreneurs working in business oriented organisations which must be accelerated and maintained on a regular basis.

The Department of Information and Broadcasting disseminates a wide range of information that is useful to active and potential entrepreneurs. Talks conducted in Setswana have a lot of impact in clarifying problems while a feedback telephone system has been set up in order to answer people's business queries on the spot. The spoken message over the radio reaches the target audience quickly and speedily and is not hampered by a poor communication system such as one experiences using the postal services. The University of Botswana through its National Institute of Development Research and

Documentation (NIR), undertakes surveys and other studies related to small scale rural industries entrepreneurs, such as a study on "African Small Scale Entrepreneurs with Special Reference to Botswana". Literacy programmes conducted by the Institute of Adult Education greatly enhance and improve communication methods of business information to new or semi-literate people while the National Library Service has set up a network of public libraries nation wide. However, they are still not geared towards meeting business information supply and provide advisory service to the rural community. The effectiveness of government efforts to support small scale industries is undermined by lack of co-ordination and scarcity of resources. The end result is that a large amount of information produced does not reach the target group that it is produced for. User information needs are therefore not met and business productivity is affected conversely, which in turn defeats the whole government purpose of encouraging a solid and viable small-scale business sector.

In Botswana small scale industrial entrepreneurs have in general not received a great deal of formal education. Many are unable to communicate effectively which obviously has a detrimental effect upon their ability to acquire and utilise business oriented information, efficiently and effectively. According to Mushonga 93.7 %¹⁾ of small scale entrepreneurs in 1981 had a minimal educational background ranging from primary to form 2, which obviously has major implications for the production and supply of information. For one thing it proves that most of the people who go into small-scale industries in Botswana do not have enough technical know-how of running the business in an effective way and step-by-step guides like the illustrated do-it-yourself manuals seem to be a basic necessity in this situation, to meet user needs. To establish who the actual users of trade and other related information in Botswana are, would necessitate a survey. However, deductions have been drawn from existing reports on government aid to small scale industries, which can serve to give a general idea of the user and his needs.

SMALL SCALE BUSINESS ENTERPRISES:

The World Bank²⁾ defines Small Scale enterprises as those business concerns which employ between 4 and 15 workers; whereas those employing between one and four workers are known as cottage industries. In Botswana small scale industries range from cottage to real small scale.

The Financial Assistance Policy of Botswana defines small scale as those businesses having up to about 10.000 dollars fixed assets. The National Development Bank has the limit up to 750 dollars fixed assets.

For our purpose, small scale industries will be those that employ up to 15 workers; as a result of which there is no distinct division of managerial responsibility between the owner, the manager and the financial controller. In other words small scale industries are characterised by the concentration of responsibility for running the business on one person who is usually also the owner. The view will help us recognise the importance of accurate information communication to this person because the success or bankruptcy of the business solely depends on him.

Drucker defines business as a process that converts knowledge and information into economic results - a service or product that is valuable in the market place. A business can involve manufacturing production, trading or service facilities like repairs. In 1981/82, 63.3 % of the Botswana entrepreneurs operated trading business ranging from hawkeries, groceries, shops to butcheries and liquor shops. 31.6 % were operating Botswana Enterprises Development Unit (BEDU) approved manufacturing projects like knitting, silver-smithing, poultry farming, brickmaking, blockmaking, fishing, sewing/upholstering and leather works. Services Industries on the small scale involved only 5.1 % of the business people. These operated transport and photographic services and beauty saloons.

An enterprise can be defined as an innovative business venture. It is a business creation that seeks to exploit new opportunities and meet new challenges. It therefore by its definition creates employment opportunities for other people. Small scale industries fit this description. They are relatively new business ventures that aim to spread out to the rural areas thus exploiting previously untouched marketing grounds. They receive their support from government and international organisations in order to create sustained employment for unskilled workers. This is of significant micro-economic value as employment creation will generally raise the standard of living in a developing country like Botswana.

CATEGORIES OF USERS AND THEIR INFORMATION NEEDS

One of the definitions of small scale industries points out that there is limited or no specialisation of managerial duties in these types of businesses. Whereas in bigger industries there is clear distinction between entrepreneur, a financial/personnel training manager; in small scale industries of the East and Southern African region, entrepreneurs are usually responsible for all managerial and some production functions. Their needs for information are directed towards all aspects of their work. The categories of needs are therefore used for clarity. They might as well all be vested in one person.

ENTREPRENEURIAL INFORMATION NEEDS

Entrepreneurs are people who conceive the idea on the line of business to take. They get into small-scale industry with the hope of making enough profit to graduate to a bigger investment later on. Relevant ministries and parastatal organisations therefore, have a duty not only to produce such information, but also to disseminate information through the existing media.

MANAGERIAL INFORMATION NEEDS

As managers, entrepreneurs need to develop and maintain three basic skills:

- (a) Technical Skills which entail an understanding and proficiency in the kind of business they are dealing with.
- (b) Human Skills which is an ability to work with people in a manner effective to the business as a whole.
- (c) Conceptual Skills involve an overview of the business as a whole in order to foresee factors that might influence production one way or the other.

To be competent in these skills, managers of small scale industries need basic training. Information provided at this level should enable the entrepreneurs to carry out all managerial functions at least to the minimum.

Management functions include:

- (i) Planning for the future prior to taking action. Things to be considered are:
marketability of the product; where to get funding; how to get finance and the time involved in all the stages of development from the idea of a project to the actual reality. Information concerning these aspects must be supplied by the investment and financial organisations. Library and information services personnel together with extension officers from the Commerce and Industry sector should undertake the dissemination of this information.
- (ii) Organisation of human activities towards set goals and objectives is achieved by designing formal structures of authority and responsibility. In small scale industries, personnel can be broadly divided into practitioners who actually have skills to do the job and do it; and apprentices who are being recruited and instructed on the job for continuation of service. These are usually family or distant relatives. There is no need for de-

tailed personnel management skills in running a small scale industry. Apprentices should just know who to approach for explanations and other help. No formal information supply seems to be needed to carry out this function.

- (iii) Staffing the business by selecting, training and evaluating people for the needed positions, is a function that matches the people with the requirements of the business. Again, for small scale industries academic qualifications are not a prerequisite. As a result people tend to use subjective criteria like employing relatives, friends or people who are desperately in need of employment i.e. for moral reasons. The training element is that of following the example of the leader, learning by his mistakes and through trial-and-error, improving on them. Handbooks and manuals introduced by rural industries officers and explained in detail would greatly ease the problem of training. Standards of productivity would also be raised by this method.
- (iv) Direction or Supervision of employees by the entrepreneurs as manager will ensure proper procedures and better service. Small scale industries managers usually practice shadow - supervision by constantly giving direction in the best way known to them. If they were to be given basic training, they could improve on both their knowledge of the job and how to attain maximum goals through proper direction of their staff. Botswana Enterprises Development Unit (BEDU) has been given the task of training small-scale entrepreneurs. Personnel responsible for training at BEDU will need all educational information they can get for this purpose. This could be presented in a step-by-step format with illustrations for immediate effect.
- (v) Communication downward with subordinates, upward with government officers or crosswise with consumers, is a managerial task which should be undertaken by entrepreneurs in their role as managers of small scale businesses. Information on who to talk to, how to talk to them for certain services would satisfy this need. Directories and guides that are specially prepared for this purpose would serve this purpose.
- (vi) Control of activities performed should be undertaken by the entrepreneurs with the help of their book-keepers and auditors.

It includes taking stock of performance and attention to issues like tax payments, trade licence renewals and miscellaneous payments. Basic information on who to approach for such services should be supplied by government and the accounting firms. Otherwise business might run bankrupt without the entrepreneur having the slightest idea why and how.³⁾

INFORMATION SERVICES

Information is transmitted daily among people through conversations, discussions at meetings and seminars. Whereas this kind of internal communication is valuable, there is need to concentrate on the formal information services for the purpose of this paper.

(i) Reading Material

It was mentioned earlier that the level of education of people involved in small scale industries is at best elementary. This has implications for the scope and level of information sources that might be used to meet their needs. Simplified and illustrated Assistance Policy personnel has issued a simplified Setswana version with illustrations, in which they explain what projects are encouraged by the scheme, who should apply and how they should go about it. However, at this point I want to propose that reading for correct interpretation and comprehension is quite a complicated process. Coetzee⁴⁾ refers to reading as an activity in which the interpreter determines the significance of the signs and symbols in order to grasp the mental content expressed. When he succeeds in doing so he will have understood the message as it is unravelled from the components of the medium. Our ability to understand an author is limited by our knowledge and our skill in thinking.

Because of the above reasons there seems to be a need for regular oral interpretation and help in answering queries from the part of government.

A combined effort between rural extension officers and library personnel in the districts might well serve the purpose. The duties of this information service personnel would be to develop the essential elements of information provision; to collect, record, sort and evaluate data into meaningful information; and to disseminate the processed information to the user.

Primary sources of information are original materials which have not been filtered through interpretation, condensation or even evaluation by a second party. Small scale industries people would frequently use legal documents, reports, patents, standards, manuals handbooks and directories as their primary sources of information.

(ii) Legal Documents

Laws relating to small scale industries need to be disseminated and interpreted to these people as soon as they are passed. Government White Papers and Presidential Commission Reports are relevant to this sector of the community. They help to inform and alert them on decisions that might have socio-economic implications and thus affect them as business people. Tax laws should receive attention from business people who should know how to declare their profits and how much tax to pay on the profit. Exchange control regulations affect both import-based and export oriented small scale business entrepreneurs.

(iii) Reports

Government reports are publications that are printed at government body. Their purpose is to inform the public by addressing the affected sections of the community including small-scale industry entrepreneurs. They are divided into: Records of government administration like the National Development Plan and Annual Reports of parastatal organisations which are of relevance to small scale industries; and research documents for specialists including statistical data of value to business and popular sources of information like the illustrated and

simplified reports. The National Institute Research and Documentation (N.I.R.) produces some of these reports.

At present the major distributor of government reports is the Government Printer who unfortunately do not produce a list of their reports which number over 100 a year.

(iv) Patents and Standards

Patents are government grants to make or to sell new invention. These are very important to all business people as they prevent repetition and duplication of research effort among entrepreneurs. In Botswana, patents are administered by the Registrar of Trade Marks and Patents. Approved patents should be made available by this office to the Rural Industries Office which would then act as a clearing house for small-scale industry publications.

Botswana does not have its own Bureau of Standards. To meet the demands of export competition standards, however, traders are advised to deal directly with the South African Bureau of Standards and thus indirectly with the International Bureau of Standards. The duty of the library and information Services Officers should be to disseminate patents and standards to the remote parts of the country.

Tenders also fall into this category. A tender is an offer, especially a statement of the sum for which one will contract to do something, like supplying a commodity. Central and local government departments publish tenders from time to time. Small-scale industry people would use this information if they receive it on time. Some tenders are well within their scope e.g. supplying chicken and vegetables for a boarding school etc. Tenders are published in the government gazette and the government press. Proper distribution of these sources to the whole country seems most essential.

(v) Manual and Handbooks

Manuals and handbooks provide depth of information in a narrow field like small-scale industries. What we need in this field in Botswana are selfhelp guides which would prove very useful not only for the practitioner out in the rural areas trying to knit a good blanket for sale; but also for the entrepreneur trying to obtain funds from the financial institutions, who needs to know how the forms are to be completed for his type of business.

(vi) Directories

A directory is a systematically arranged list of persons or organisations which gives addresses and other relevant information. People in small scale industries would find directories useful in trying to locate people in the same business, organisations that could help them and exports in their specialised fields. Directories provide addresses, telephone numbers, correct official delegations of people, correct names of private, government or parastatal departments etc. Directories are easy to use as they provide limited information which is presented in an orderly clear fashion. The types of directories that would prove useful to people in small scale industries are local/national directories, government directories, investment services directories, trade and business directories. The yellow pages of the national directory would be the most relevant for equipment and other services; a commercial directory of Southern Africa would show them options available in Zimbabwe and South Africa. The government directory published by the Department of Information would be more useful if it were published annually and not as irregularly as the present practice. "A review of Commerce and Industry" which is a yearbook of the Ministry of Commerce and Industry would serve the purpose of an investment directory. To my knowledge there is no trade and business directory yet in Botswana.

(vii) Audio-visual material

In Botswana the most popular and widely distributed information channel is the radio. The National Radio Botswana is for education information and entertainment. It has been revealed that there are plans to introduce a new channel during the 6th National Development Plan which begins in 1986 and ends in 1991. The second channel aims to provide an advertising outlet for goods produced in Botswana mainly by small scale industries.⁵⁾

If this channel were to be utilised to its full, provision should be made to pass on all trade information by government authorities to the producer and finally to the consumer. If the information is broadcast in the national language, Setswana, and clarified properly, maximum information dissemination will definitely be realised. Laws could be simplified and explained, procedures for obtaining loans and grants announced and competitive production will be maintained by means of marketing. Most of all, this medium will provide a feedback for government on the impact of small scale industries on the socio-economic life of the Botswana. Interviews and panel discussions with entrepreneurs represented will provide this feedback channel.

It has also been revealed that the government is planning to help introduce a commercial television during NDP VI. This would have an impressive impact on the viewers as the power of vision exceeds that of hearing as a communication medium. Conferences could be held with small scale industries people out in the rural areas and watched by viewers on their video display screens. On the spot guidance and updating of knowledge and information will be maintained in that manner.

As at present, personal representation and explanation should still be undertaken by rural industries officers in conjunction with the district councils, the village development councils and the traditional courts of "Kgotle". This will entail that these

information officers become the catalysts and intermediaries of information by keeping well informed themselves on matters concerning small scale industries. They would then be able to explain in detail what is expected of the small scale industry people for maximum production whilst keeping on the right side of the law.

There is an on-going campaign to encourage people to buy locally produced goods. It is known as the "Buy Botswana" campaign. A conference and seminar was held to launch this campaign during May, 1985. Among other things, these meetings served as a forum for informal communication and allowed an exchange of ideas among small scale entrepreneurs. It also allowed them to raise their problems to government officials who were present. More meetings of this nature are desirable.

In order to determine the demand for a certain product/service, the entrepreneur needs to know both the use of that product/service and how many people are already supplying that product/service. Market research survey results and consumer price indices are the information sources that would meet this need.

The Botswana government sets priorities from time to time in relation to what kind of business they would encourage people to get into. This is for national development purposes. Hence the government is sometimes willing to subsidise such businesses to offset them. Information concerning grants, written-off loans and commercial plots/areas would prove valuable to the entrepreneur.

CONCLUSION

In this paper I tried to establish the fact that there is a need for constant flow of information from different authorities to the small scale business people. The authorities and institutions that are directly connected with small scale industry should be identified and

made aware of their vital role in information creation distribution and its final usefulness to the small scale entrepreneur. Legislators have a role not only to pass laws but also to see to it that the law is interpreted correctly and effectively. Financial Institutions in Botswana have so far not sold themselves enough to the man in the street. If they were to hold seminars and discussion groups at village level in order to constantly guide small scale business people on how to meet requirements for financial assistance, their impact in small scale industries could be realised. As it is, one gets the impression that the forms that must be completed and other bureaucratic red tape that preceeds the approval of a loan application, seems too much of a bother to a person who is not educated enough to understand and comply with them. Although the Barclay Bank (Botswana) has a special fund for small scale project loans, which it conducts jointly with the Botswana Development Corporation (BDC), commercial banks are still regarded as privileged (educated) people's institutions. I propose that development and investment institutions like the National Development Bank could do more in supervising the running of projects. They could also provide on-the-spot training programmes. With the co-operation of information and referral services personnel, they could meet all information needs of small scale industry entrepreneurs. Information and referral services should be geared towards helping people in their everyday lives. They should provide services like information counselling by telling people what they need to know without being asked for any materials; community information would involve spreading the word in community gathering about new legislation, products etc. Reaching out the people - even physically carrying to small scale entrepreneur necessary information that could improve their production techniques. Need for information by small scale business entrepreneurs is always problem-oriented and therefore it calls for direct and concise answers. This will necessitate interpretation, simplification and re-direction of general information concerning issues in order to meet the individual circumstances of a particular user. To move away from the traditional role i.e. waiting for users to come to the library with their requests for information, the Botswana National Library Services, should aim to provide current, precise information and data on local and national

industrial services; and to maintain a constantly updated file of names and organisations to which a person may turn for specific information about a special industrial/business problem.

The actual information needs of small scale industries people can only be established by means of surveys. Ministry of Commerce and Industry could supply background information on the government investment priorities. Provision of information could then be based on the proportion of support given by government to certain industries.

In my discussion, it is apparent that there are too many different organisations involved with small scale industries. Their weakness lies in the fact that their efforts are uncoordinated. There is therefore need for co-operation and sharing of resources among all institutions that deal either directly or indirectly with small scale industries. An information and referral institution like the National Library could serve as a focal point for all this information. It could act as clearing house for all information relating to small scale industries; could keep a file of all contact organisations that can provide information on the spot, and could generally attend to potential user needs that would promote the priorities for development as set out in Botswana's National Development Plan and supported by Financial Assistance and Industrial Policies of the country.

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DEVELOPMENT OF KENYATTA UNIVERSITY
COLLEGE LIBRARY 1972 - 1984

by J.M. Ng'ang'a

INTRODUCTION

Kenyatta University College (KUC), whose library development is the subject of this paper, is within Nairobi city boundaries and situated 20 km to the north east of the city centre along the Nairobi - Thika highway.

The college gained university status in July 1972 when a batch of 200 undergraduates were enrolled to pursue courses leading to the award of the degree of Bachelor of Education. Prior to this date the then Kenyatta College had existed for ten years as a teacher training college for lower secondary schools. It had also a secondary education section which run alongside the teacher education section.

K.U.C. is a constituent college of the University of Nairobi. It is the only institution in the country offering undergraduate and graduate courses to provide for the country's needs for more highly qualified teachers, teacher educators and other special education needs at secondary school levels. It offers courses leading to the award of the B.Ed. degree in Arts, science, Fine arts and Home economics, masters and doctors of philosophy, and a post-graduate diploma. The student population in the academic year 1983/84 is 2,348 out of whom 204 are post-graduates, and has a teaching and senior staff of about 360. Future projections indicate that the student population is likely to rise up to over 5000 by the end of the current development plans 1984-88. There are also proposals to make the college a full University.

THE LIBRARY

The main role of K.U.C. library is to support the teaching and research activities of the college. Its purpose therefore is to acquire and organize all forms of recorded information in all fields pertinent to the goals of the college and make such information available to all members of the college community and other scholars engaged in research and study in pursuit of knowledge.

In addition to its main role, the library undertakes the following roles:

- (a) conservation of knowledge
- (b) dissemination of information
- (c) teaching users how to make maximum use of its sources and resources
- (d) co-operation with other information systems in acquisition, preservation, dissemination and accessibility of relevant information as may be organized from time to time.
- (e) development of educational documentation.

BACKGROUND INFORMATION

Prior to the attainment of university status, Kenyatta College had a small library which was housed in two rooms of the present library building. The library had a staff of one tutor-librarian and 5 cleaners/attendants. It had a book stock of about 15000 volumes which were obtained mainly as gifts. Almost all titles were very heavily duplicated with some having as many as 40 copies. Thus title-wise, the library had about 3000 titles. Most of these books were worn-out, out-of-date and too elementary. In such subject areas as the sciences and educational psychology, there were hardly any books of a university level. There were no reference materials and the library did not subscribe to any periodicals. A few periodical issues had been received as gifts. Although the books were classified by the Dewey Decimal Classification, there was no catalogue.

The library had a seating capacity of 150, but the main reading room was outside the control of the library counter and the readers using it had no easy access to books. Services to the readers were negligible and amounted only to the issuing of books while no reference service was given.

The author of this paper was appointed as the first professional librarian and took up the appointment on 1st December 1972. He therefore inherited the situation outlined above.

The librarian's first assignment was to survey the situation as it existed. After a month, he made a report to the Principal outlining the situation as it was, and also making recommendations which would help to improve the library and develop a University library. This report was discussed by the library committee after which the college decided to give library development the highest priority.

From these humble beginnings, the library has had tremendous growth in all areas namely, stock, finances, staff, building equipment and services. The development has followed some agreed and laid down 10 years development proposals, 1975/76 - 1984 issued in 1975 and revised in 1980. The revised version contains development proposals 1980 - 1989.

POLICY AND ORGANISATION

The college's policy on library development is that there will be one central library which will serve the entire campus. The policy is directed by the library committee, on behalf of the Academic Board. The membership of the committee includes:

- The Principal, Chairman
- The Deputy Principal
- Dean's of Faculties
- 2 persons appointed by the Academic Board
- 2 student representatives

The Librarian
The Deputy Librarian
The Registrar, Secretary

The day to day management is directed by the Librarian assisted by a team of senior staff who head various divisions and sections. Currently, the library is organized on functional lines and has 3 divisions, namely Management, Processing and Readers Services. The operational divisions are sub-divided into 8 sections as follows:

<u>Division</u>	<u>Sections</u>
Processing	- acquisition - cataloguing - Technical Unit: Bindery
Readers services	- circulation - information and reference - serials - special collections - short loan

Issues concerning the running of the library are discussed at one or other of the various staff meetings which are held at various times as follows:

1. Section Heads Committee - monthly
2. Professional and Senior Staff - termly
3. All Library Staff - termly.

There are also several sub-committees, which are appointed to deal with one or other aspects of library development such as computerization, library education, movement into the new building, inservice training etc.

DEVELOPMENTS

A: Staff

This is an area where the library has made tremendous progress. As already mentioned, in 1972/73 year, the establishment was for 4 staff which included:

- 1 Assistant Librarian
- 2 Library Assistants
- 1 Clerk-typist.

There has been a steady annual growth so that at the beginning of the academic year 1983/84, the total number of posts on the establishment was 109 of whom 25 are senior staff and 22 are semi-professional and 26 library assistants and attendants as follows:

- 1 Librarian
- 1 Deputy Librarian
- 3 Senior Assistant Librarians
- 10 Assistant Librarians
- 10 Senior Library Assistants
- 22 Library Assistants with certificates
- 14 Library Assistants
- 12 Library Attendants.

These are to be assisted by a team of secretarial staff, security guards, accounts staff, a photographer, binding staff and cleaners. It has not been possible for various reasons to fill all these posts. However, at the time of writing this paper, the library has a staff of 80.

In view of the expected growth of the college, the library's establishment for 1984/85 is 130. At the senior level, the new positions include a senior lecturer, 2 lecturers and an archivist.

Staff training

Staff training at all levels has been established as a firm policy. Since its inception, the library has trained 19 library assistants at the certificate level, 1 library assistant as an A.V/Photographic technician, 6 post-graduates while 5 senior staff have undertaken courses for higher degrees. Wherever possible, staff are also allowed to attend short courses, workshops and seminars either locally, regionally or overseas. In all, 8 staff have attended since 1974 such workshops organized in (1) Nairobi by CRIT, and KLA/British Council; (2) Arusha by the Eastern and Southern Africa Management Institute and the German Foundation for International Development, and (3) London by the British Council. Three of our staff have also undertaken study tours of libraries in Zambia and the U.K.

In addition to using its own funds for staff training, the college has also received scholarships from the Ministry of Education, Science & Technology, the Inter-University Council for Higher Education overseas, the E.E.C., and the British Government who have provided the bulk of our training awards - 7 out of 11 post-graduates and higher degrees.

An organized in-service training is conducted regularly for all untrained staff.

Research and publications

Like all other university staff, library staff are expected to contribute to the growth of knowledge through research and publications. During the last three years the library staff have had 3 researchers funded by the Dean's Research Grants Committee to investigate the following:

1. Christianity in East Africa: a bibliography.
2. Introduction of libraries in Kenya Prisons as a tool for criminal rehabilitation.

3. Library services and information needs of the visually handicapped persons in Kenya.

The first two are finished and the third is in progress.

Staff who have undertaken post-graduate and higher professional training have also undertaken research and written/or in the process of writing dissertation in the following areas:

- Public library development in Kenya
- G.I.P. in Kenya
- University library problems in Kenya
- Bibliographical control
- Prison library services
- Library for rural development
- Provisions of scientific information
- Bookselling, and publishing problems
- Development of School Librarianship courses.

The first directory of libraries in Kenya was produced by a member of our library staff. A second covering Eastern Africa is in the press. A number of staff too have carried out unfunded research and the results have been published in international journals of librarianship. So far, papers have been published in the following areas:

- Inter-library lending practice in Kenya
- Book selection process in libraries in Kenya
- Acquisition of library material in Kenya
- Education for librarianship in Kenya
- Annual bibliography of East and Central Africa for The Journal of Commonwealth Literature, 1981 and 1982.
- Libraries and librarianship in Kenya.

B: Library stock

As we mentioned earlier, the library stock in 1972 consisted of 5000 titles or 15,000 volumes, most of which were either worn-out, out-of-date or too elementary. After discarding those not found suitable, we were left with a stock of about 3000 titles or 10,000 volumes. This collection included a sizeable collection of Home Economics books which had been transferred from the University of Nairobi Library. Another collection of fine arts was also transferred from the University of Nairobi.

The book vote in 1972/73 was also small and amounted to £ 13,000 only. Almost the whole of it had been committed to a local bookseller by the time the librarian took up the appointment. Thus the librarian had no book funds and worse still, the supplier was not able to supply over 90 % of the books.

Faced with such a situation and the fact that our students had to study for and sit the same examinations as the students in the University of Nairobi, the college decided that stock acquisition was to be given the highest priority. We set ourselves an annual acquisition target of between 15,000 and 20,000 volumes.

The librarian was given money from other votes and was also allowed to airlift some books. In spite of the good-will he received there were several hurdles and problems to deal with among them:

- (1) Unwillingness by overseas suppliers to send books to us before they were either paid in advance or irrevocable letters of credit obtained.
- (2) Strict Exchange Control regulations.
- (3) Staff shortage - professional.
- (4) Inadequate bibliographic tools.

As the years went by, these problems were overcome and most of our suppliers no longer insisted on advance payment. Most of them now give us up to 180 days credit.

Although we have not been able to reach the maximum target, we were able to achieve the minimum target twice, but due to rising costs of books, acquisitions have tended to decline since the mid-1970s. In spite of all these, there was a steady growth so that at the end of the third year the total stock was 50,000 and the time of writing this paper (May 1984) the library has a book stock of over 145,000 volumes.

The book and periodical budget has also continued to rise steadily, and currently it stands at £ 175,000.

The table below shows annual book acquisition growth with corresponding expenditure:

year	no. of titles	no. of volumes	total cost KSh.
1972/73	500	1,500	200,000
1973/74	4,247	8,860	1,688,293
1974/75	14,859	15,802	847,276
1975/76	15,214	17,733	1,117,204
1976/77	14,606	16,608	1,326,887
1977/78	10,822	11,015	1,053,629
1978/79	7,027	9,787	888,366
1979/80	5,053	6,653	810,191
1980/81	4,293	5,494	783,961
1981/82	4,482	6,114	550,148
1982/83	5,059	7,059	1,273,242

Periodicals

The library subscribes to about 1,200 periodical titles with most holdings beginning with 1973 issues. Periodical acquisition has had more problems than books. This is mainly due to the fact that payment of large sums of money has to be made in advance. This tends to crash with the requirements of Exchange Control Regulations and

the allocation of foreign currency. Consequently it has not been possible to pay the 1983 and 1984 subscriptions.

The 1984 subscription amounts to £ 70,000.

Special collections

In response to users' research and user needs, the library has established and continues to develop a number of special collections as follows:

(a) Africana

The aim of this collection is to acquire comprehensively any documents on Kenya or by Kenyans, and selectively developmental documents on the rest of Africa. The collection, which consists of some very rare publications, now has about 10,000 items. The material includes books, journals, theses and dissertations, Government publications, research reports, conference papers and bibliographical sources.

(b) Birds of the world

In co-operation with the Zoology Department, a collection of material on birds has been developed and should prove valuable to researchers in the field of ornithology.

(c) K.U.C. staff publication

All staff in the college are requested to deposit copies of their publications in the library. This collection which now has 150 items, should in time be an indicator of the contribution made to growth of knowledge by the staff of this college.

(d) Teaching practice collection

In this collection, there are books suitable for primary and secondary education including text books and children literature. Its aim is to show students the type of material they would use

in the development of school libraries. The intention is to develop this collection as a national text book collection.

(e) College archives

Plans are at foot to develop comprehensively the college archives.

Reference material

A comprehensive collection of up-to-date reference and bibliographical materials has been developed containing standard works with the aim of providing an effective information and reference service.

Book donations

Book donations have formed a very valuable part of our book stock growth. Between 1972/73 and 1982/83 the library received a total of 38,338 volumes from a number of individuals, institutions and organizations.

The library has established an exchange programme with several libraries and through this method, it has been possible to acquire several valuable documents.

Cataloguing and classification

The library stock is classified by the Library of Congress classification. The ACCR II is used in cataloguing. The catalogues consist of an author/title, and subject catalogues. The cataloguing section handles between 6,000 and 10,000 books per year and produces well over 60,000 catalogue cards. The production of cards is facilitated by the use of 5 "x3" stencils on which the main entry is typed and then duplicated on the minigraph machine to produce the number of cards required.

In addition to normal cataloguing activities, the section produces a monthly accession list which is circulated to all academic staff and other libraries both in Kenya and outside.

C: The building

The library will move into a new building in July 1984. Currently the library is housed in an unsuitable building which was originally designed as a canteen for soldiers in transit. It has a floor space of 924 m². It is heavily overcrowded with books stack up to the ceiling, and provides about 200 seats. The staff are crowded in small working areas. We have even been forced to relegate some material to a store several metres away.

The need for a new building was felt soon after the college gained its new status. However, inspite of this realisation, construction of a new building did not start until October 1982.

The phase one of new building which has been funded jointly by the government of Kenya and the United Kingdom, at a cost of about Sh. 20 million, has a floor space of 3,225 m². It is designed to house 150,000 books and provide display space for 1,500 periodical titles. It has a seating capacity of 400 readers including 15 closed study carrels. It has an area for use of A.V. resources and a section for use by the blind students.

Other notable features of this building include the installation of an independent generator which will automatically provide light in the event of power failure, installation of a book detection system and smoke detectors.

Staff amenities have been taken care of by the provision of a sizeable staff room with comfortable chairs, a kitchen, individual staff lockers and ample working space.

The building is also designed in such a way that it will allow restructuring of the library service into a subject based librarianship whereby we intend to integrate material, readers and staff. The noisy areas are well separated from reading areas.

USERS AND USE

Users

The user population has continued to grow each year as the college intake increased. At the time of writing this paper, the total library user population is 3,000 which is comprised of the following categories:

Undergraduates	2,412
Post-graduates	223
Academic and other staff	287
Advanced nursing students	30
Medical training students	39
others	9

Reference and reading services are also provided for staff children during the school vacations.

Use of the library

There has been a steady use of the library and its resources in the last 12 years as can be seen below:

Borrowing

As mentioned elsewhere, the bulk of the library stock - about 90 % is on open access, and available for borrowing and use outside the library. Undergraduates are allowed to borrow up to six books per fortnight while post-graduates and staff can borrow up to ten books per month. Material in great demand is put in the short loan

collection and borrowing is limited to one day, and sometimes to not more than 3 hours. Issue statistics indicate a steady growth up to the academic year 1980/81. Lower figures are recorded in the following two years. This decline was occasioned by college closures during the two years.

The table below indicates the pattern of borrowing by all users:

Issues 1972/73 - 1983/84

year	total no. of issues
1972/73	7,522
1973/74	31,414
1974/75	29,383
1975/76	45,372
1976/77	46,123
1977/78	47,266
1978/79	62,238
1979/80	85,488
1980/81	98,705
1981/82	86,525
1982/83	33,116
1983/84 (up to Mid-May 1984)	92,810

The use of other services has also been appreciable as indicated by the number of users who entered the library and the enquiries made at various services points. The table below indicates the annual number of users who entered the library during the same period:

year	no. of users
1972/73	36,401
1973/74	116,786
1974/75	143,554
1975/76	208,641

1976/77	158,230
1977/78	174,081
1978/79	207,674
1979/80	232,568
1980/81	296,616
1981/82	200,696
1982/83	118,657
1983/84 (up to Mid-May)	239,577

User education

In spite of the impressive figures indicated above, we have not been satisfied that the resources have been effectively used. One for instance notices that the heavy use, except in the current year, was always in the months before the examinations. It has also been noticed that material placed on short loan is heavily used. Most users hardly use reference and bibliographic sources and the use of the catalogue is minimal.

To minimise this problem, the library has tried since 1976 to develop formal user education programmes without much success at the undergraduate level. However, at the post-graduate level, a programme - Information Sources in Education, has been produced and accepted. It has been successfully taught to all Masters of Education students.

A unit on library user Education has been developed as a core course in the proposed Master of Education degree for Diploma College Tutors.

We have also submitted a course of three units for the undergraduates, and we are hopeful this will now be approved.

SERVICES TO LIBRARY USERS

In its effort to support the teaching and research activities of the University College, the library offers in addition to lending the following services:

(a) Reference and Information

This service is based on a comprehensive and up-to-date collection of standard reference and bibliographical sources. An annotated bibliography of material in this collection is issued irregularly. Similarly a list of abstracting and indexing journals held has been issued.

The reference librarian assists users in their literature researches by showing them how to use the catalogues, bibliographies and other guides. He also compiles for serious researchers short bibliographies on different topics. For instance in 1981/82, the reference librarian compiled 11 such bibliographies on such topics as teaching, aptitude testing, religion of Meru, child development, technical education etc.

(b) Awareness

Every week we produce a list called New Arrivals List, which lists all new books received during the week. The list is circulated to all teaching staff. As already mentioned, we also produce a monthly classified accession list. This too is circulated to staff, users and other libraries. Lastly, book jackets, marked with class numbers of their books are also circulated to members of staff in the College.

(c) Newspaper cuttings

All articles on any aspect of education in Kenya published in our newspapers including the weekly magazines are cut and file cuttings by subjects maintained in the serials section. Author/ title and subject cards on these cuttings are produced and filed. At the end of each year, we produce an index of these cuttings in our annual "Education in Kenya - an index of articles on

education, colleges, schools, and university from the Kenya National Newspapers". We have so far circulated this index gratis to all libraries, but due to rising costs of production, the index will now be available on subscription.

(d) Library Service to the Blind

This service which started about 2 1/2 years ago aims to provide the blind students with their information needs so as to make them feel not disadvantaged. A nucleus collection of tapes and material on braille has been developed. In the new building, an area has been set aside for this service.

(e) Photocopying

A photo-copier has been installed in the library and provides a photo-copying service at fifty cents per page.

(f) Binding

The library is slowly developing its own bindery. It provides binding services at reasonable costs for those who wish to bind their theses or other documents.

(g) Selective abstracting

This service has been temporarily stopped. It aims at provision of indicative abstracts on articles in journals received in the library.

(h) Bibliographical Services

In order to enhance the utilization of resources, it was decided fairly early that the staff would frequently undertake the compilation of subject bibliographies. Several subjects areas such as Mau Mau, christianity, education etc. have been covered and to date the library has published through its occasional publication series several titles. Some of the bibliographical compilations have been offered to commercial publishers and about 3 should be off-the press by the end of this year. Several others are on cards and these will be issued as and when funds are available.

The Africana section has been very active on bibliographical activities and has indexed such areas as the Presidential speeches, the O.A.U. etc.

(i) Inter-Library loans

Material not available in the library resources are borrowed for users from other libraries.

LIBRARY EDUCATION

Since 1976, the library staff have been involved in teaching courses on school librarianship to Diploma of Education students. We have also been involved in training manpower for the Kenya Institute of Education and the Ministry of Education for running the learning resource centres in the Primary Teachers Colleges.

A masters of education programme (M.Ed. Librarianship) has been approved and it is hoped that the first students will be enrolled in the next academic year. This course is designed to train tutors for the Diploma Colleges.

PROPOSED FUTURE DEVELOPMENTS

The proposed development programmes include the following:

- (1) College archives. An archivist will be recruited soon for this purpose.
- (2) Photographic collection. This collection will include photographs of national importance.
- (3) Material culture collection. The library hopes to take over collection of material culture now in the history department and intends to build on this collection what might one day be a mini-

museum of cultural heritage of Kenya. Initially all these collections will be part of the Africana collection.

- (4) Computerization of issues, acquisition and information storage and retrieval.
- (5) Library Education. Proposals are under way to develop in conjunction with the Faculty of Education Library Science Courses as a subject of study in the undergraduate programmes.
- (6) Educational documentation. As part of the proposed national information system, the K.U.C. library has been designated the subject focal point for education. Plans are at foot to develop a comprehensive educational documentation centre.
- (7) Subject Librarianship. We intend to re-organize our services from the present functional ones to subject-based ones. Initially, the readers services will be organized under three main subjects namely:
 - education and related social sciences
 - humanities
 - science and technology.

Special services e.g. African@, general reference, the blind service, will also be provided.

In each subject area, we intend to integrate the stock - all types - books, journals, subject bibliographies and reference works, the readers and staff.

We also intend to organise the cataloguers into teams, each responsible for material in line with the three main subject areas.

- (8) User education. We intend to intensify user education programmes to all groups of students.

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USER NEEDS: A MANAGERS TOOL FOR
THE DEVELOPMENT OF EFFICIENT SERVICES.
A PRACTICAL APPROACH

by E.W. Muya

INTRODUCTION

This paper attempts to discuss not only the usefulness of User needs to Library managers but also suggests the practical approach which they can use to ascertain those needs. Management is taken to be an activity which is purposeful and gets things done through people providing an atmosphere in which work can easily and pleasantly be carried out.

As far as this paper is concerned, the important point here is that it is a purposeful activity. This does imply that the manager must be objective, plan and even organize. In order to be objective the Librarian must set up his goals clearly. For example the main goal of Libraries is to satisfy the information needs of users. He must therefore know what those needs are. To be able to know them, he must do an investigation using the right methods. Obviously the concepts of "needs", "users" must be clearly understood.

Past studies of this subject have appeared in the literature under various titles. They include, "Information Use Studies", "Literature searching studies", "Information needs studies", or "Users needs studies". The variety of titles under which they have been researched is a clear indication of lack of a consensus as what these studies should be. Brittain (1970) argues that user studies should be concerned with the "growth and structure of knowledge, with the creative process, the way in which knowledge accumulates, its transmission as well as with the psychological aspects of information flow". This is an all embracing definition which needs to be broken down into those specific aspects. At the same time Ford (1977, p. 2)

sees a user to be a person or "a recipient who has perceived an anomaly in his knowledge of the world and is trying to find messages which are aimed at correcting the anomaly". Indeed one would want to argue that the two central subjects in the concept of user studies would involve a clear understanding of the "person" in totality as well as the "information transfer". At the same time the interface between the information and the person (user) is also an important area to understand. The results gained by the managers of the information services would go a long way towards development and improvement of their products.

Taking the person and his "information needs" further, you will find that the concept of 'need' is often used interchangeably with 'demand'. The confusion of the two plus of course the use of different methods means that the results got are too varied to be of any use at all. Indeed no useful generalisations can be made out of them because the studies are dissimilar in concept and execution to the extent that they cannot be used to add to or confirm what we already know. More often than not, it is the demands that are studied and not needs. One would like to make it very clear that however well planned such a study may be the use of demands in place of needs cannot be acceptable as an indication for the latter. In short all one is saying is that if the knowledge of users is going to be useful to information managers, since it is a prerequisite to any effective information service, everything has to be correctly done right from the word go. These includes concept definition, interpretation and execution. Deviation from this norm will only result to a waste of resources in money, manpower and time. Thus at the conceptual level if you define a need to be a demand you will only investigate part of the problem. If you decide that information needs of users is a psychological state (Cooper, 1971, p. 7 and 21) then you get lost because the information need is a "relationship which obtains between information and the information purposes of the individual". (Derr, 1983, p. 276). But Derr (1983) adds that, "X's information need for certain information resides in the observable condition that the information, in question, contributes to the achievement of a purpose which has been judged or be genuine or

legitimate". Again he is partly solving the problem because he is talking about "demands" which are interpreted and recognised needs. But needs are probably more than that. It should include both the potential and the expressed information requirements. By getting everything in the correct perspective, we are bound to get results that will be applicable.

TYPES OF REQUESTS (NEEDS)

Having said that information needs should be that wide ranging then we face the problem of how we should go about studying them: To be able to do so we should be able to identify - the different types or information needs as may be expressed by the reader. This is indeed the aspect of needs that have been interpreted to demands. The users will often present to the Library two types of requests.

1. The request to locate and obtain a copy of a particular document for which an author or title is known.
2. The request to locate documents for which a subject is known.

The first one is an item request and the second is a subject information request. The above may be requested in an attempt to solve a particular problem and hence facilitate decision making. It may also be requested in an attempt to keep oneself up-to-date on the recent developments. The first type of request is more purposive and more often than not, it would be from the readers themselves. On the second item which can be described a current awareness service, it may be initiated by the library or by the users themselves.

Within the requests put by the users' themselves they may be seen either as "quick reference" enquiries, select list of relevant document(s) or a comprehensive list that will have included as much as possible of the literature searched on a particular subject within a particular time.

The above identification of the types of approaches by the users applies to those that have been expressed. We still need to know how to identify the unexpressed.

METHODOLOGY

Some of the possible methods we could use for this study of users needs may be borrowed from the other Social Sciences. These may include:

1. Critical incident approach.

By asking a reader to describe the last incident he needed information of a particular type, to give details of information needed, to mention the sources used to find the information and to indicate whether or not the search has been successful may be one way in which needs could be studied.

An aggregate of such a critical incidents can probably provide us with an overall picture of the type of expressed needs by a given community and the sources used. This technique is good because it avoids vagueness, since it is only requesting for experiences.

2. Questionnaire

This would normally contain questions that are aimed at getting specific information on a given topic. One could decide to have a closed form type of question, for example a multiple choice question or an open form where the subject makes a response in his own words as he wishes. In most cases the closed type of question is preferred so that quantification and analysis of results could be carried out more efficiently. In setting up these questionnaires, one needs to avoid leading questions. That means that the question is not framed in a way that the subject is given hints as to the kind of answers that is expected, since he may give you what you want. All the questionnaires must be pretested with a small sample of subjects drawn from the same population that will be sampled in the main study.

3. Interviews

This method is often used to supplement questionnaires. It involves the collection of data through direct verbal interaction between the interviewer and the interviewee. It differs from the questionnaire in that immediate feedback can be got and leads can be followed thereby obtaining more data and in depth information obtained. However the "response effect" must be avoided as much as possible. This is the situation whereby the respondent tries to give inaccurate information for say to please the interviewer.

4. Delphi technique

Whatever method we try to use, we should at least make sure that it has been successfully used elsewhere. One such method would be the Delphi technique which can be used in predicting and forecasting the future. Anderla (1973. p. 73-77) successfully used this method. The method tries to get a consensus for predicting the outcome of possible alternative courses of action. It can be used to get a consensus of possible information behaviour and needs. Although Albertson and Cuttler (1976. p. 401-402) argues that it is not necessary that the opinions are expressed by specialists, the present writer would argue that the results would be more useful if they were got from the specialists. In spite of this there is evidence that the consensus of opinion of a group approximates closely the true situation. If the technique is used on certain decision makers, their opinions could be their intention of what future policies are likely to be.

5. Task analysis

Over and above all these methods, there is one that has hardly been used. If we could analyse information inputs required for the completion of each constituent task within a given job then we could know the information needs⁴ of that particular officer. By doing this we will get the tasks on which we could add those other influencing factors to that officer to get his information needs complete (Muya, 1979. p. 136-139). These needs would be converted to "effective demand", in the context of time and money. If for instance you want to identify the information of the

Department of maintenance in a company, the following could be possible requirements:

1. Background and training of employees
2. Trade Unions, pay structure
3. Company policy-in management employee relationships
4. Conditions of planned and preventive maintenance needs
5. Service needs
6. Statutory Laws in respect to specific industrial activities
7. Legal obligations, assets and insurable risks
8. Organisation assets and Insurable risks

To this list then we may add factors relating to the whole institution under which the maintenance department operates etc.

CONCLUSION

The usefulness of information gained from user studies to the managers is undisputed. The managers need to set objectives, plan how to achieve them by evaluating alternative ways of reaching those objectives, to chose one alternative and to monitor it towards achieving the objectives. Monitoring and evaluating is an integral part of the management process.

The need for evaluating Libraries has been attacked by Librarians arguing that Library services are not quantifiable. The protagonists of this argument are increasingly losing since it is now generally accepted that Library systems should be evaluated.

Evaluation of Library services must be seen in terms of whether or not it is able to provide the materials sought by users at the time they are needed. To be able to satisfy such needs the Librarian must have tried to foresee the possible requests that his users will make. This cannot be done unless we understand the users needs properly. Hence the Library Services cannot be effective unless they are serving existing and future needs.

RELATIONSHIP OF USERS AND INFORMATION SERVICES



In this paper, I have tried to expose some of the methods that can be used to understand such needs. A combination of a number of them may probably give better results. However, it is felt, that the use of Task Analysis may be the single most important method that can be used.

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INFORMATION SERVICES FOR CURRENT RESEARCH IN THE SUDAN

by C. Wesley

ABSTRACT

The paper relates the experience of the National Documentation Centre in establishing information services for current research and in compiling a national register of on-going research as a UNESCO pilot project. The rationale, objectives, and requirements for offering information services for on-going research are given, as well as difficulties encountered, practical suggestions and details of information collection and analysis.

INTRODUCTION

The Democratic Republic of the Sudan is the largest country in Africa and eighth largest in land area in the world.

The agricultural sector provides the basis of the economy contributing 40 % to the gross domestic products employing 80 % of the economically active population and accounting for 95 % of the export revenue.

Scientific research in its modern sense started in the Sudan at the beginning of the twentieth century with limited efforts to improve standards of production and qualities of various commodities and raw materials, together with some routine services and quality control. Since that time there has been a steady movement from mainly quality control responsibilities to a range of research activities.

Even in a poor country like the Sudan research is funded in order to increase the value, the outcome and the effectiveness of human

efforts as well as natural resources and to protect them from waste. Research is applied as a guide to development efforts.

RATIONALE FOR ESTABLISHING INFORMATION SERVICES FOR ON-GOING RESEARCH

In the past, it was possible for a researcher to know most of his colleagues personally as well as the research they carry out. But with the advancement of scientific activities, research projects become more complex and interconnected, and numerous agencies become involved in carrying out research. Thus the need arose to identify, plan and coordinate these efforts.

As a result an increasing number of countries are concerned with the collection and organization of information about research programmes, and the researchers carrying them out. These activities are becoming an important component of national information systems.

UNESCO, under its UNISIST programme in collaboration with the Smithsonian Science, Information Exchange of the United States, convened the first international symposium on 27-29 October 1975 for all interested professionals from UNESCO member states involved in the activities of collection, organization and dissemination of information about on-going research.

UNESCO has also convened another meeting for experts in information on research in progress in Paris on 1-4 September 1980. The first general recommendation of this meeting is as follows:

"... recognizing that information on research in progress is an integral and important part of the national information system, Member States are urged to create, or develop and evaluate their own information systems on research in progress, ensuring that links are established between on-going and completed research information." (1)

INFORMATION SERVICES FOR ON-GOING RESEARCH IN THE SUDAN
AND THE UNESCO PILOT PROJECT

On the basis of suggestions of Member States at the 21st session of the UNESCO General Conference, UNESCO has included in the work plan for its General Information Program for 1981-83 a provision that "pilot projects relating to the establishment of information systems and services on research in progress will be undertaken in the developing countries" (2).

Within this framework, a UNESCO pilot project was initiated to assist a member state in establishing a major information service on research in progress within its national information system. UNESCO's concern coincided with the importance Sudan gives to information services. In the subprogram No. 6 of the program for Building the Modern Science-Based State, paragraph 7 states the necessity of establishing a central unit to register research projects including complete scientific research, current research, and research which will be carried out in order to avoid the scattering of resources (3).

After expressing our need and desire that such a pilot project be implemented in the Sudan, UNESCO sent a consultant, Mr. John Creasey, from 12 to 24 February, 1982 to advice on the development of information services on research in progress.

Based on the report of the mission (4) UNESCO agreed that the pilot project be conducted in the Sudan, financed partly by UNESCO, according to a work plan agreed upon by UNESCO and the National Documentation Centre (NDC) which was entrusted to carry out this task. NDC is one of the units of the National Council for Research which comes under the President of the Republic.

When the information for the Register was collected, the UNESCO consultant, Mr. John Creasey, came on another mission from 12 to 31 March to advice NDC on the development of the UNESCO pilot project and to assist in compiling the register mainly by preparing guidelines for this work (5).

OBJECTIVES FOR PREPARING A NATIONAL REGISTER FOR ON-GOING RESEARCH

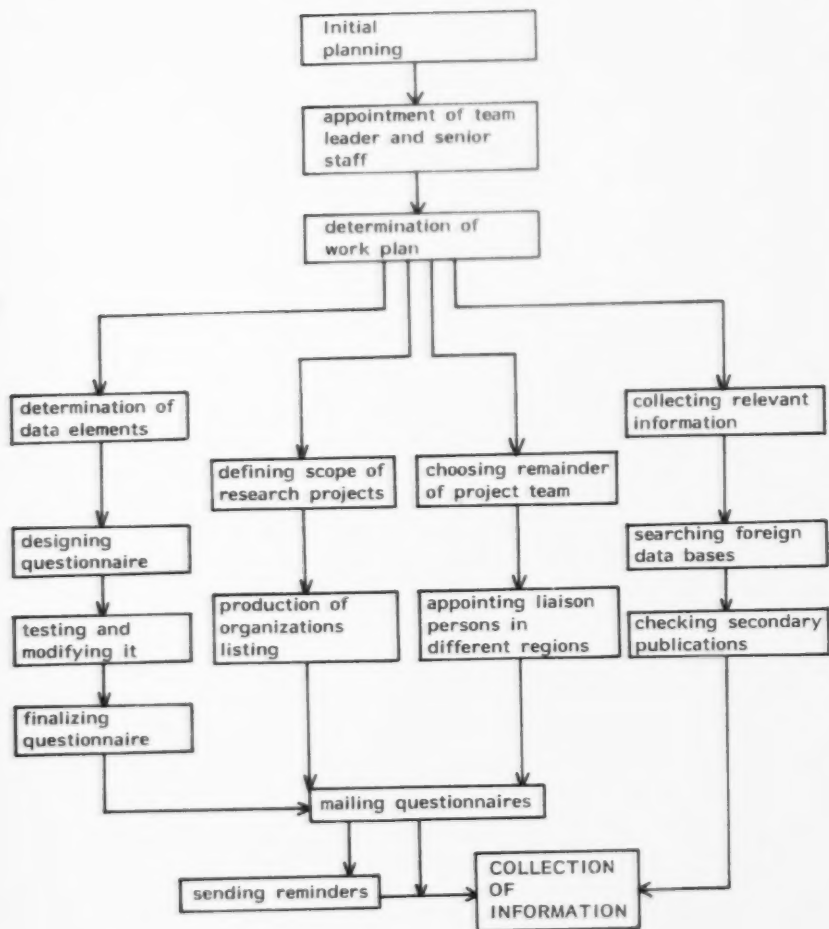
The register aims at identifying on-going research projects, to make known their objectives, the researchers carrying them out, and the organizations financing them. It also aims at classifying this information, analyzing it statistically, preparing indexes, publishing and disseminating this information. The overall objectives are to identify research trends, reveal gaps in overall R & D efforts, and avoid unwarranted duplication of research. Furthermore, providing information on on-going research projects helps in identifying active sources of expertise; facilitates communication among researchers, managers of research and funding agencies; and assists in identifying possible sources of support for research. Such information is the basis for planning and preparing of research budgets, as well as the coordination of research and development programmes.

COLLECTION OF INFORMATION (see chart 1)

It was agreed that information will be collected for research in a broad sense including surveys, studies of significance, and doctoral research. The coverage of the Register includes research projects carried out in the Sudan or about the Sudan, as well as research projects carried out by Sudanese outside the country.

Information was collected through questionnaires. In addition, use of secondary sources was made such as research programmes, annual reports and lists sent by organizations. This was complemented by search of foreign data bases such as the Smithsonian Science Information Exchange, Washington D.C. To identify information on overseas research projects on the Sudan and on research projects carried out by Sudanese abroad, information was sought from Research in British Universities, Polytechnics and Colleges, the Institute of Development Studies, University of Sussex, and the Overseas Development Administration of the U.K. The questionnaire was designed to collect the following information which would serve the varied

Chart 1



needs of users especially planners, researchers, directors of research programmes:

- what are the research projects which are being carried out.
- where are they carried out.
- who performs the research.
- who finances the research, and what is the total budget.
- when is the research started and when is it expected to be completed.

Questionnaire forms, together with a covering letter were sent, on October 21, 1982 to about three hundred organizations including ministries, colleges, universities, research organizations embassies, regional and international organizations resident in the Sudan, as well as researchers.

Organizations were contacted several times by telephone to remind them to return the complete forms. These were obtained after a considerable amount of work in the distribution and collection of forms and sending of duplicate sets when organizations had lost them. There was often the need to make a direct approach to individual researchers to get a return. A final follow-up letter was sent on December 29, 1982 followed by many visits to research units in Khartoum and neighboring towns. Two contacts were made to cover the southern region. These were the UNICEF office in Juba, and the Juba University Librarian.

The first week in March of 1983 was chosen as the deadline for information collection. Nevertheless, few of the forms which were received after that date were also included in the Register.

ANALYSIS OF INFORMATION (see chart 2)

All returned forms were arranged into six main fields of science.

These are:

- agricultural science
- medical science
- social science
- engineering and technology
- mathematics and natural science
- humanities and arts.

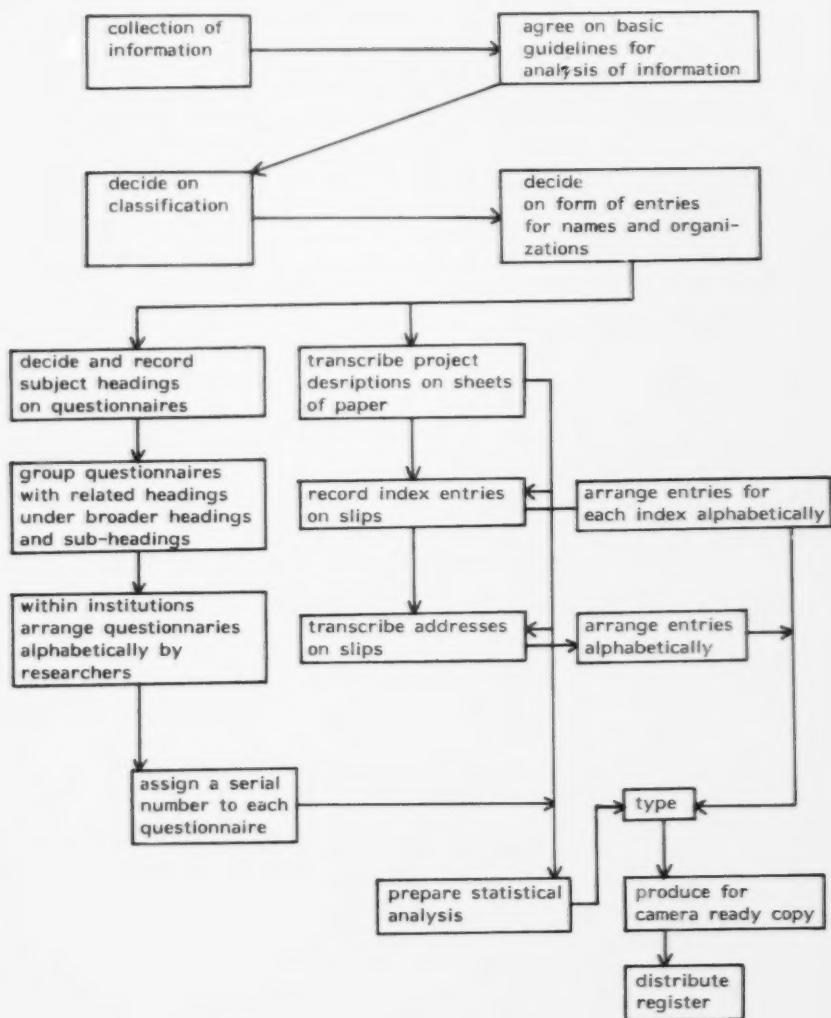
Free use of headings, as well as free term keywords, with few additional words indicating the context, were given and recorded on the questionnaire forms. Within each of the six fields of science, related headings were grouped under broader headings and subheadings. The questionnaires relating to each of the subheadings were kept in a folder, and all folders containing questionnaires relating to a broader heading were arranged alphabetically within the main field of science, and kept in a box.

This method of free use of headings and of grouping related topics under broader headings and subheadings was preferred to using an already prepared classification scheme to allow for the arrangement to be more relevant to local conditions and requirements.

Cross references were used to link related projects arranged under different headings, as well as multi-aspect projects arranged under one of the many topics that the project deals with.

After the questionnaire forms were arranged by subject as was described, within each subject the projects are grouped alphabetically by researchers. Finally, after all work of categorization, indexing, and arrangement is completed, a serial number is given to each research project. These numbers relate the entries in the indexes to the relevant research projects. Statistical analysis takes

Chart 2



place at the final stage. An IBM typewriter was used to prepare the Register for camera ready production.

THE NATIONAL REGISTER OF CURRENT RESEARCH

The Register as prepared contains three main parts:

The first part gives statistical analysis. Percentage distribution of research projects by sector; field of science; field of activity; region; duration; and source of finance are given.

The second part gives research descriptions for 1272 research projects. Each entry has the following information:

Parent organization of unit performing the research; unit performing the research.

Title of research project

Names of researchers

Date of starting the research. Date of completion.

Funding organization and cost.

The third part gives indexes for researchers; research organizations; subjects; and funding organizations. Also an address list of research, collaborating and funding organizations is given.

DIFFICULTIES ENCOUNTERED

The following are some of the difficulties encountered:

- a) The absence of a manual with specific and detailed guidelines and examples of different situations. Many decisions were made and some times remade as the work progressed.
- b) Although English was used, because it is the language of publishing scientific research, English is not the mother tongue of

researchers completing questionnaire forms, nor of the staff employed to compile the register. As a result, a considerable time was spent in checking and correcting of spelling.

- c) Some of the information needed, such as addresses of funding and collaborating research organizations, was not asked for in the questionnaire. So it had to be supplied from reference and other sources.
- d) Many forms were hastily completed and many had missing information. In the process of analysis of information, many organizations had to be contacted again, and in many cases it was not possible to reach them by telephone.
- e) The majority of forms were completed by hand, so a great deal of clarification of handwritings was needed specially the research project descriptions under medicine.
- f) The section of cost and funding was not completed in the majority of questionnaires. For this reason it was not possible to further analyze this section by providing expenditure by bands, by type of organization, by subject and by sector.
- g) In completing the questionnaire many had a difficulty in distinguishing between applied research and experimental development.

PRACTICAL SUGGESTIONS FOR COMPILING SUPPLEMENTS AND FUTURE EDITIONS

The questionnaire form was modified (appendix 1) based on our experience of preparing the Register. The modification provides for all the needed information for producing the Register as was described.

As completed questionnaire forms are being received, the information given in the forms should be checked, the research project descrip-

tion (appendix 2) should be transcribed and typed to make sure that all needed information is complete and accurate from the beginning. This saves a lot of time and effort if it is done simultaneously as the completed forms are received.

The remainder of the sheet on which is written the research project descriptions, and marked to contain designated space (representing the size of index cards as in appendix 2) may be used for writing down index entries needed for the various indexes. This sheet and additional sheets needed to record index entries may be stapled to the relevant questionnaire form until the final stage of giving the serial number to each project description and to all relevant index entries.

It is recommended that all decisions about subject headings, keywords, cross references, and serial numbers should be recorded on each questionnaire form to guard against misplacement or loss of sheets on which decisions were recorded.

REQUIREMENTS FOR OFFERING INFORMATION SERVICES FOR ON-GOING RESEARCH

Establishing a system for offering information on current research requires issuing the national register on a regular and continuing basis.

The designation of a national centre to take the responsibility of issuing one national register has many advantages over several centres producing several registers of research for the different subject areas.

Creasey (6) stated that the coordinated collection of research project information on the basis of one questionnaire or record per project saves much of the overlap that takes place when registers are completed each for a particular core area of knowledge as a result of multi-disciplinary nature of much present day study and activity.

The comprehensive coverage of the register depends on fruitful contacts and cooperation between the Centre which prepares the Register and the sources of information on current research projects. This requires:

Issuing a bylaw for scientific research to authorize the designated national centre to collect information on current research.

The bylaw should state the necessity for registering all new research projects at the National Centre entrusted with compiling the National Register for Current Research (forms of registration supplied by and returned to the National Centre). It is recommended that the bylaw states that embassies abroad cooperate with the National Centre to ensure registration of all research projects carried out by foreigners in the country. Embassies are to convey also to the National Centre all research work carried out by Sudanese students and professionals studying or working abroad.

Utilizing this national register and offering information services from its data base requires continually making effort to encourage its use. These efforts include:

- a) Determining the on-going research information needs of the user community.
- b) Examining the relative effectiveness of existing services in meeting those needs.
- c) Designing and implementing alternative ways for improving the effectiveness of information services.

In this regard, the National Documentation Centre held a "Symposium on National Register for On-going Research and Information Services" to which researchers and managers of research were invited. The objective of the Symposium was to highlight the value of information services for current research and to find out the needs of the users of these services.

RESEARCH FINDINGS PUBLISHED OR READ IN CONFERENCES

Linked to the need for knowing what research is being carried out, where, by whom, and who finances it, it is equally important to know about the research findings.

The National Documentation Centre already published Sudan Science abstracts which identifies, abstracts, and indexes research currently published or read in conferences by scientists working in the Sudan, by Sudanese scientists working abroad and by any scientists publishing research of value or relevance to the Sudan.

PLANS FOR THE FUTURE

It is planned that a supplement be issued every second year which would include new projects approved as well as projects already included in the Register but which have major alterations introduced which deserve to be listed as new projects. It may be noted that work on the supplement is already started. It is also planned that every fourth year a new edition be issued.

SUMMARY

This paper attempted to relate the experience of compiling The National Register of Current Research as a UNESCO pilot project executed by the National Documentation Centre of the National Council for Research of the Democratic Republic of Sudan.

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Appendix 1

RESEARCH PROJECTS SURVEY 1983/84 and 1984/85

1. NAME OF UNIT PERFORMING THE RESEARCH
Address
Tel.No. Province
Main body to which units belongs:
2. NAME AND ADDRESS OF RESEARCH ORGANIZATIONS COLLABORATING IN PERFORMING THE RESEARCH: 1.
2.
(use more space if necessary)
3. TITLE OF RESEARCH PROJECT (including surveys and dissertations):
4. SHORT SUMMARY OF PROJECT INCLUDING OBJECTIVES:
5. MAIN TYPE OF ACTIVITY OF THE RESEARCH PROJECT (tick most relevant box):
Fundamental research Applied research
Experimental development
6. NAME OF PROJECT LEADER
Name of co-investigators
7. FUNDING ORGANIZATIONS (give names, address and budget):
1.
2.
8. TOTAL BUDGET
9. STARTING DATE ESTIMATE DATE
10. SUGGESTED INDEXING TERMS (keywords describing the research project):
11. LANGUAGE USED FOR PUBLISHING RESULTS OF THIS RESEARCH: ARABIC ENGLISH
12. PUBLICATIONS ARISING FROM THIS RESEARCH (continue on a second sheet if necessary):
13. NAME OF PERSON COMPLETING FORM
Position Signature Date

Appendix 2

Project No. NAME OF PARENT RESEARCH ORGANIZATION, Name
of the research project

Title of the research project
Objectives of the research project
Names of project leader and co-investigator(s), and their organization(s).
Start date and completion date
Funding organization(s), giving total project finance.

R *

El-Aming, Hamza Mohamed

project no.

R O **

FORESTRY RESEARCH CENTRE

project no.

FO ***

AGRICULTURAL RESEARCH
CORPORATION

project no.

S ****

TREES
exotic species

project no.

ROAL+

FORESTRY RESEARCH CENTRE

P.O. Box 658, Khartoum
Tel: 76701, 76700

FOAL++

AGRICULTURAL RESEARCH
CORPORATION

P.O. Box 126, Wadmedani
Sudan

R * Researchers, Index

FO *** Funding Organizations
Index.

ROAL+ Research Organizations
Address list.

R O ** Research Organizations
Index

S **** Subject Index

FOAL++ Funding Organizations
Address list.

PUBLIC RELATIONS: A TOOL FOR LIBRARY DEVELOPMENT

by K.J. Mchombu

In this paper the concept of Public Relations is discussed and an attempt is made to reveal its vital role in encouraging people to use libraries, and other Information Services in Developing Countries.

In particular, the paper focusses on the following points:

- a) Working definition of PR
- b) Justification of PR
- c) Objectives of PR
- d) Main PR methods
- e) Coordination of PR
- f) Limitations of PR

Many libraries and documentation centers have big collections of books, pamphlets, and other media which are seldom fully exploited because these resources have not been made known to the population of current users and potential users. In many developing countries, many libraries and information units can be used by many more people than they are now but potential users are still inadequately informed as to what the various types of libraries and information units can provide to make them more informed and efficient in whatever they are doing.

In most developing countries, the percentage of population which are active library users is still very low - even where library facilities exist - in Tanzania, for example, the percentage of active library users is less than 3 %. It is, therefore, important to encourage many more people from all walks of life to increase their use of Libraries so that existing information resources can be fully exploited. Right now, existing library and information facilities are underutilised by most groups in the community. Only during School examination times

does the Public Library, school and college libraries become very much sought after by students looking for a quiet reading place to carry out their last moment revision.

Definition

According to Underwood (1974) among others public relations is the deliberate, planned and sustained effort to establish and maintain understanding between an organisation and its public. We can thus view PR as an ongoing process by which an information unit attempts to obtain the goodwill or favourable attitude of its current users and non-users.

In reality it is difficult to separate PR from User education, advertising, publicity etc. However, what is evident is that while the above activities are specific and of limited duration, PR is a broader activity which includes but is not limited to the above terms of publicity, user education, advertising etc.

Justification of PR

Public relations is an activity which costs money and staff time because it requires such things as: printed materials, time spent in user education, library talks, etc. Because it costs money, the value of PR must justify the expenditure. However, this is difficult to justify directly because an information unit is a non-profit making organisation, hence this value cannot be stated in monetary terms.

One way of justifying this cost is that the collection of documents in a library has cost very highly, thus without this added expenditure on PR, much fewer people would come into contact with these documents in the library.

In other words, all the investment in information resources would be seriously under exploited. In many libraries very little public rela-

tions is carried out, libraries are more interested to acquire as many documents as possible but do not show the same keenness to ensure that as many readers as possible use these documents. One writer has made a joke out of this attitude which goes like this:

"If left alone, library staff would gather everything on a subject, place it neatly and in perfect order inside a building, then lock the door and throw away the key ..."

This joke may not be wholly true but it makes valid points, namely, a library is a depository of potentially useful facts and ideas. However the documents are of no use whatever until joined with those who will put the ideas into some work. So writes Malcom Campbell in his book, Business Information Services (1974). Yet in many libraries in developing countries the document is regarded by far as more important than the reader.

The second point submerged in the above joke is that most libraries are paid for either directly or indirectly from public funds; hence libraries, like other public institutions, are required to justify their existence. If a library can demonstrate its usefulness, this increases the likelihood of future governmental, and community support. If, on the other hand, people think that the library is worthless, either out of ignorance, or because of hopeless services then the very life of the library is in mortal danger especially in these days of laying off redundant workers.

Library staff can no longer afford to sit and wait for a few enlightened readers to come to them, they must be more aggressive, be prepared to go out and search for and encourage all potential readers to come to the library because it has information which can be applied to what they are doing to improve final results.

Objectives of PR

In general, the objectives of PR are determined by and serve the library's functions. In formulating the PR objectives, such objectives

need to be broken down and defined in terms of particular target groups. For example, how can the library reach 'all students?' 'all researchers?' 'all managers?' 'all adult education students?' The main point here is that the objectives must be realistic, and have a measurable target.

In order to meet the librarys PR objectives, each library must establish continuous contact with its user community. For this to happen, it is necessary to be well informed about the following:

- a) Who are the users served by a particular library?
- b) Where are they situated?
- c) How many are the actual users, and potential users?
- d) What are their information needs?
- e) Which services do they prefer most?
- f) What do the users think about the library services offered to them? What suggestions do they have?

Public relations is based on two premises; first that the library is dependent on the cooperation of the public for its very existence; and second, that the degree of public cooperation is determined by the attitude of the public towards the library. If the attitude of the public is indifferent or hostile, the library can expect public opposition instead of public cooperation.

The wish of a user to visit a library is partly determined by a persons knowledge of the contents of the library and his level of consciousness of the need for information. These two elements are the foundation for a positive or negative attitude towards a library.

It is thus important that any PR programme should aim at providing adequate information to users about the contents of a library, and raising level of information consciousness in the user community.

Methods of PR

The method chosen to transmit the library message must suit the intended target group otherwise PR may fail to achieve its intended objectives. In addition, the message must be attention arresting enough to attract the attention of the target group. The following popular methods will be briefly looked at:

- a) the spoken word
- b) the mass media
- c) displays and exhibits
- d) printed materials and signposts
- e) suggestion box

a) The spoken word.

The spoken word is a flexible method which can be adapted instantly to suit the audience. Over the years, this method has been used in library tours, library user education, library talks, and extension activities.

Preparing any lecture needs adequate preparation and the language carefully checked to avoid using too much library jargon.

In principle the lecture must not be too long, it must be accompanied by physical demonstrations and whenever possible audience participation should be made an integral part of the presentation.

b) The Mass Media.

All Libraries interested to reach more users beyond their immediate geographical vicinity should have regular contacts with the new media. Good examples here are public libraries, National Libraries, and Information emanating from the library can be fed to the news media through fact sheets, press releases and press coverage during important meetings, workshops etc.

It is not only sensational news which should be reported, but also problems facing the library, and its efforts to supply users with important information and documents.

c) Displays and exhibits.

Exhibitions can be used to inform users about services given, new documents acquired etc. In general exhibitions reveal the resources of the library and may also be used to show the library's interest in the activities of the community and hence build up good public opinion.

d) Printed materials and signpost.

In many libraries printed information is the most common PR method, and quite often the only one. The list of printed materials include annual reports, book lists and bibliographies, brochures, leaflets, library guides floor plans, picture postcards, posters, shopping bags etc.

In addition to printed materials, a library needs to have direction signs in the street or on the campus so that it is not hidden away in an obscure place and thus difficult to locate. Within the library itself adequate shelf labels, signposts must be neatly and attractively made so that the contents of the library and key places become easy to locate.

e) Suggestion box.

A suggestion box placed at a convenient point is a valuable communication link between the Library and its users. Complaints from users, suggestions for improvement, appreciation for services rendered, etc. are some of the items which can be retrieved from suggestion boxes.

Coordination of PR

While it is generally recognised that the actions and statements of Senior personnel in the library influence public relations, important

but frequently disregarded fact is the influence of middle level and junior employees in influencing public relations. To the Library User, for example, the assistant at the issue desk is the library. Even if the library has up to date materials, a library user may stop using it if the assistant is unfriendly, discourteous, and lacks conscientiousness. In general the public tends to judge an entire library by the conduct of its telephonist, receptionist, secretaries, library attendants, library assistants, and other employees below the policy making level.

PR therefore involves all employee contacts with the public and is part and parcel of the normal reader services given to the public and hence involve every member of staff from the most junior to the most senior.

Although the PR function is implemented by all members of staff, it becomes more effective if in a big library, there is one person in the library to coordinate all or some of the library's public relations activities. The job of this person is to act as coordinator, for example find out the public's needs for talks tours, user education, signposts, labels etc. and after discussion these matters with the staff concerned and together decide when and where the events shall take place.

Limitations of PR

It has to be realised that PR is not a miracle in which water can be turned into beer. If, for example, a library has no relevant and up to date documents for readers, no amount of PR can make such documents attractive and useful to users. Similarly if the staff lacks the right training for the jobs they hold no amount of PR can act as a substitute for the skills which they lack.

The point made here is that PR needs to be sustained by a well balanced collection of documents, forward looking services, and staff with adequate training.

SUMMARY

This paper has made an attempt to discuss the important role of public relations in ensuring that the resources of a library are fully exploited by existing and potential users. The paper argues that although many are very keen to build collections, few equally hard to ensure that as many readers as possible know the contents of this collection. The paper also briefly looks at the methods of PR and concludes by cautioning that PR efforts must be build upon a well run library because it is not a miracle in which water can be turned into beer.

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COLLECTION DEVELOPMENT AND DEPENDENCE WITHIN
THE SADCC CONFIGURATION OF EASTERN, CENTRAL
AND SOUTHERN AFRICAN STATES

by J.R. Neill

INTRODUCTION

Access to information has become a vital and integral part of the process of economic and social planning, yet to date Southern Africa has been poorly served in relation to its information requirements at National and regional levels, as well as in terms of its ability to acquire basic need oriented information from outside the continent. Information therefore as an aspect of development has been receiving an increasing amount of attention from the regions policy makers and planners, which has found some focus in the creation of library and documentation services to serve National needs, as well as the provision of regional and inter-linking information systems such as SADIS (Southern African Development Information System) and PADIS (Pan African Documentation and Information System) to cater for the wider demands of the regions information requirements.

SADCC - THE PROVISION OF INFORMATION IN AN ENVIRONMENT
OF DEPENDENCE

The basic theme of SADCC is essentially one of economic liberation and regional inter-dependence and within the various sectoral programmes that have already been identified, information has from the onset been perceived as an ingredient of some importance. Already the Economic Commission for Africa has embarked upon a strategy to improve the coordination of information and documentation services within the SADCC region by means of a Southern African Development Information System (SADIS) which will in turn be linked to information systems (PADIS) both within and beyond the African

continent, in an attempt to provide improved access for SADCC states to the ever proliferating amount of information and knowledge currently available.

The question is - why has information suddenly been perceived, within the context of SADCC, to be a priority, when our daily experiences as librarians, documentalists, and information specialists, tends to reinforce the belief that we are more often than not considered to be anachronisms - misunderstood, unappreciated and invariably ignored. A possible answer can perhaps be sought in the inter-relationship that exists between information and dependence.

Under normal circumstances information is an outgrowth of, and as such is obviously directly related to the patterns of society, yet the paradox is that despite political independence SADCC's information requirements are still almost wholly serviced from outside the continent with a product that does not in the main correspond to the social, cultural, or economic reality, nor respond to the liberating political need. A mounting body of evidence appears to support a view that the global extension of the Western industrialised system has effectively and almost entirely penetrated even the most isolated sectors of African development strategies, and there seems no reasons to assume that library and information systems have remained immune from this trend. In the wake of egalitarian social trends and the realisation that information and knowledge is unequally distributed, a movement has emerged which has found focus in such programmes as UNISIST and UNESCO's PGI, calling for a World Wide access to information as a means of correcting the imbalance. However in terms of developing African countries and sub-regions such as SADCC, the possible outcome of such efforts may run contrary to expectations, only intensifying and further entrenching information dependence rather than alleviating it.

Access to information is therefore not only a technical but a social and political issue for within the present international structure, information can be viewed as an instrument of influence, for it can be argued that whoever controls information similarly controls deve-

lopment. Information can be a powerful tool of control and in the context of the World wide information network, SADCC states are as yet mere passive recipients of a one way flow of information. While not advocating that SADCC should cut itself off from such relationships, it would appear imperative and in SADCC's long term interests to attempt to bring about some change with regard to its present peripheral relationship with the World's information system, by redressing the imbalance, reducing the dependence, and breaking down the monopolistic hold on information presently enjoyed by the industrialised countries of the West. In this context perhaps it would be appropriate for SADCC's library and information centres to set themselves the challenge - to reappraise their activities in order to see what is possible, what is practicable and what alternatives are available.

INFORMATION PRODUCTION

To date, library and information systems within SADCC have tended to ignore traditional indigenous information systems and the knowledge and ideas which have been cumulated within the oral medium. In addition there has been a similar distancing between SADCC's library and information systems and modern indigenous information producers who have tended to prefer to externalise their creative Work and research.

The result is that in the instances where the region's library and information services acquire socially relevant information it is paradoxically researched and created locally, but published and packaged outside Africa, only to be re-imported at a punitive cost. Indigenous information within SADCC is thus a resource that has virtually remained untapped and unexploited by library and information Services whose main concern has instead been with the acquisition of information whose foreign orientation tends to be a debilitating factor.

If the foregoing can be accepted then it can be argued that library and information centres within SADCC must as a matter of course change the emphasis of their acquisition and collection development policies to embrace the task of production which could find form in the following ways.

- (1) Collection of knowledge from the traditional oral information system. This could be carried out on a commercial basis, based on the same principle that presently allows the region's libraries to utilise scarce foreign exchange to purchase costly and largely inappropriate information from outside the continent.

The benefits would include

- Preserving and developing the indigenous oral information system and making possible the transfer and utilisation of African knowledge and ideas which until now have remained obscure and unknown to mankind.
- Assisting in particular rural income growth through the cash payment for relevant, useful, development orientated information that can be produced, disseminated and utilised within a wider community of need.
- Give some practical meaning to the vast majority of the rural population who perhaps remain unconvinced of the efficacy of libraries, literacy, documentation centres and information.

Develop from a 'grass roots' level a dynamic information gathering process that can fill a current vacuum as well as address itself to the real needs of a large and important, but neglected target group.

- (2) Secondly library and documentation centres could assume the role of a catalyst in relation to the production of modern sector information within SADCC. This could be done by:

- Assisting in the production and dissemination of information to and from the traditional and modern sector of society. The absence of such an activity surely poses a handicap to meaningful and equitable national development.
- Acting as a catalyst and initiator for modern sector information production through the provision of ideas, knowledge, facilities and resources to enable local initiatives of information production to be more possible.
- This could take the form of advice from personnel skilled in information packaging and production, cash grants, market guarantees, and the provision of basic production facilities that would be available for use on a commercial or donor basis.

In this way not only will libraries and documentation centres be involved in the supply of more useful and appropriate information but will in addition be openly perceived to be actively assisting national development by being involved in the creation and furtherance of a knowledge industry relevant to the needs and aspirations of SADCC.

ACCESS TO INFORMATION

The second facet in the strategy to transform SADCC's present link within the global information network from one of dependence to a more satisfying relationship of mutual interdependence involves improved access - at national, regional, continental and global levels.

Traditional theory assumes that librarians, documentalists and information scientists are perfectly informed about the nature and availability of information and knowledge - but if we are to be honest with ourselves the simply fact is that we are not. Information is like any commodity in the market place it is difficult and expensive to acquire and should only be purchased when the complete range of

alternatives has been considered. Faulty or inappropriate information will not only be wasteful in terms of the time, effort, and resources utilised in procuring it, but it will in addition lead to faulty assumptions, poor planning and incorrect decision making all of which in turn will have a retrograde effect on national development efforts. Efficient and economic access to appropriate and relevant information is therefore a necessary pre-requisite to National development, and within the context of SADCC an improved system of acquiring information at national and regional levels is vital for efficient resource management and financial economy. None of the National states within SADCC can ever hope nor expect to achieve self sufficiency with regard to their information requirements and will have to rely to some extent upon the facilities and resources of other national, regional, as well as international information systems.

At present, certainly in Southern Africa, great reliance is placed on the South African inter-lending network based in Pretoria - a dependence which within the context of SADCC requires elimination. In recognition of this fact and that access to information in SADCC cannot be sustained entirely through National efforts, the Economic Commission for Africa has initiated the development of a number of projects (PADIS; SADIS), in order to ensure a more equitable and efficient provision of information within SADCC.

The main objectives of these attempts to provide regional access to information are

- (a) Identifying and collecting African information resources and creating an efficient system for the utilisation of information amongst SADCC states.
- (b) Promoting information exchange.
- (c) Establishing a system which will ensure access to both published and unpublished information produced in SADCC in relation to economic, social and technological development.

- (d) Providing assistance to SADCC states to strengthen their National information infrastructures to enable them to more fully participate in a co-operative regional information system.
- (e) Establishing links with international networks situated outside the boundaries of SADCC, as additional sources of development information.

The provision of information then within the context of SADCC can be considered from two separate but obviously related aspects, information production and information access, and it is the combination of these two facets that will lead to a reduction in informations dependence and the development of a basic self sufficiency with regard to development needs.

Readings

- AMADI, A.O. African Libraries: Western Tradition and Colonial brainwashing. Metuchen: Scarecrow, 1981.
- BENCE, R.C. Cultural Crisis and Libraries in the third World. London: Bingley, 1979.
- KOTEL, S.I.A. The book today in Africa. Paris: Unesco, 1981.
- RODNEY, W. How Europe underdeveloped Africa. Harare: Zimbabwe Publishing House, 1972.
- WEISFELDER, R.F. "The Southern African Development Co-ordination Conference (SADCC): a new factor in the Liberation process," in: Thomas M. Callaghy (ed.) South Africa in Southern Africa. New York: Random House, 1978.

WILBUR, C.K. (ed.) The Political Economy of Development and Underdevelopment. New York: Random House, 1978.

Notes

- (i) Information on PADIS/SADIS is based on - PADIS: Pan African Documentation and Information System. Addis Ababa: U.N. Economic Commission for Africa, Jan. 1981.

ANNEX I

GUIDELINES TO AUTHORS

regarding contributions to
"Librarianship and documentation studies:
a handbook of teaching and learning materials"

Brief background

The problem of lack of teaching and learning materials has been under discussion for a number of years now - at international and regional as well as at national levels. Meetings were held in Paris (1978), London and Arusha (1979), and Maseru (1980), all focussing in part or fully on this problem.

The German Foundation for International Development (DSE) embarked on solving partly the problem by convening a workshop in Berlin (West) in 1982, during which a first document, a reader titled "Library Training in Eastern, Central and Southern Africa", was compiled. About 300 copies of it were distributed to library and documentation training institutions and individuals in the mentioned region. In 1983 preparations started to publish supplements to this reader, this time consisting of genuine articles rather than choosing already published material. During the 1985 Information Experts Meeting in Harare the foundations were laid for a new series of handbooks of teaching and learning materials titled "Librarianship and Documentation Studies". Following volumes should be produced as soon as a sufficient number of articles can be put together, hopefully one volume each year.

Contributors

Every qualified person within or outside the sub-region is invited to send an article for inclusion in these series. Please indicate full name, qualifications, official designation and address.

The Editorial Board's decision with regard to the publication of any article is final.

Level of presentation

The articles are aimed at serving as basic teaching and learning materials at certificate and diploma levels. The level of language, and abstraction must therefore have this target audience in mind. It must also be borne in mind that although the primary language of publication is English, to most of the intended audience this is not their mother tongue.

Subject coverage

It is intended that the documents thus produced are to be used as teaching and learning materials in the Eastern, Central and Southern African region. Intending authors should therefore discuss their subject in the context of this region, and illustrate their points with examples relevant to this geographical area.

In general all topics taught at certificate and diploma levels may form the subject content of articles. Coverage should not be limited to traditional library science topics but may include modern concepts found in Information Science, and computer sciences.

Presentation of manuscripts

Manuscripts should be type written on one side only of Standard A4 paper. Double spacing should be used throughout and adequate margins left on both sides of the paper. Papers should be consequently numbered.

The paper should start by showing what is the importance of the topic or concept being discussed. This should be followed by a statement of what is expected the student will learn from this paper. The main body or text of the paper should be terminated by a brief resume or summary of points discussed, or the author's opinion of how the problems raised in the paper can be solved.

Bibliographical references

All works or individuals used in the preparation of the paper should be cited at the end of the paper. The use of notes at the end of the page should be avoided. References should follow closely ISO 690 - 1975.

See following examples:

BOOKS.

Jones, J.V.S. Resources and Industry in Tanzania: Use, Misuse, and abuse. Dar es Salaam: Tanzania Publishing House, 1982. 242 p. ISBN 9976 1005 1

Contributors to collected works

Sewell, Phillip H. Standards, norms and targets: problems of international comparison. In: Parker, J. Stephen. ed. Aspects of library development planning. London: Mansell, 1983. 289 p. ISBN 0-7201-1661-9.

Periodical articles

Benoit, Marie. Training Library Assistants in Mauritius. Unesco Journal of Information Science, Librarianship and Archive administration, 3(4). Oct.-Dec. 1981, 222-226.

Payment

Contributors of articles will receive a payment of DM 150.-- on publication of their article. Authors will receive a letter of acceptance of the article and be advised how payment will be realized.

Submission

All contributions should be submitted to any of the following members of the Editorial Board:

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ANNEX II

DEUTSCHE STIFTUNG FÜR INTERNATIONALE ENTWICKLUNG
German Foundation for International Development
Education, Science and Documentation Centre
Information and Documentation Training Section

The DSE Publications in Information and Documentation

In connection with its Information and Documentation Training Programmes DSE published reports and other documents in the fields of Librarianship, Documentation and Archivs since many years. The following publications are still in stock and obtainable free of charge for clearinghouses, training institutions, national library services and associations (and individuals, if their subject field is concerned):

- | | |
|-------------------|--|
| DOK 1309 A/a | Manpower Training Needs/Information Experts Meeting, Harare/Zimbabwe 18.-21.3.1985 |
| DOK 1308 A/a | Establishment, Function and Management of a National Library and Documentation Service, Harare/Zimbabwe 6.-15.3.1985 |
| I&D Working Paper | A. Musana: Report of a study to determine the impact of ESAMI/DSE information and documentation training programme 1980-82, Bonn/FRG Jan. 1985 |
| DOK 1245 A/a | Management of National Documentation Centres - Malawi Workshop Papers, Blantyre/Malawi 6.-14.3.1984 |
| DOK 1244 C/a | Information Services for Rural Development and Industry, Arusha/Tanzania 3.-7.10.1984 and 10.-21.10.1983 |
| DOK 1187 A/a | Budgeting and Financial Planning: Papers and Proceedings of the Information Experts Meeting, Arusha/Tanzania, 23.-27.5.1983 |
| DOK 1185 A/a | Management of Information Services, Arusha/Tanzania, 9.-20.5.1983 |
| DOK 1159 B/a | Follow-up Workshop on Management of Information Services, Arusha/Tanzania, 25.10.-6.11.1982 |

- Working Paper: Health Science Library Management and Cooperation, Arusha/Tanzania, 16.7.-7.8.1982
- DOK 1137 A/a Management of Agricultural Information Services, Arusha/Tanzania, 22.2.-6.3.1982
- DOK 1114 A/a Evaluation of User Seminars held in Southern Africa, Gaborone/Botswana, 22.-23.10.1981
- DOK 1099 A/a Use of Information and Documentation for Planning and Decision Making, Harare/Zimbabwe, 3.-7.8.1981
- Working Paper: Library Training in Eastern, Central and Southern Africa: A Reader, Berlin (West), 1.-9.9.1982
- DOK 1038 A/a Specialized Agricultural Information Services "Agriculture/Beekeeping", Nairobi/Kenya 6.-8.2.1980
- DOK 1012 A/a Use of Documentation and Information for Planning and Decision Making, Swaziland 6.-10.8.1979

All publications can be ordered from:

DSE Bonn
I&D Training Section
Hans-Böckler-Str. 5
5300 Bonn 3
Federal Republic of Germany

Druck: Unikopie, Bornheimer Str. 80, 5300 Bonn 1